GRAMMAR

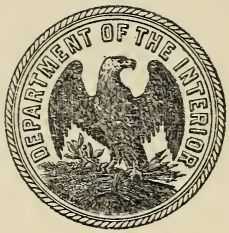
BOOK ONE



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GRAMMAR

BOOK ONE

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PREFACE

This grammar, of which the present volume is the first in a series of four, is a practical working text-book for pupils of elementary-school grade. It provides a wealth of exercises arranged in logical sequence such as to make the mastery of grammar comparatively easy and the demands on the teacher relatively light. The inductive method is inherent; both teacher and pupil are forced to this form of reasoning by the method of presentation and the very nature and order of the exercises.

The inductive method takes the form of asking the pupil to *observe* a number of particular instances illustrating the topic, to *note* the generalization based on these instances, and to *apply* the generalization to exercises, an example of which is given when deemed advisable.

It is assumed that the teacher knows how to teach, how to present new matter, how to review and to drill, and how to teach pupils to study. Her chief need is a liberal supply of material. In this series exercises are given in profusion, and the space on the page is used to the maximum consistent with artistic typography. No teacher, however, should be appalled by the quantity of material offered. She may not use it all, but it is here if she wants it. A striking feature is that most of it lends itself readily for use in the study period, group work, and homework.

Definitions and rules are given in matters essential only. These may be memorized as the work proceeds; for the convenience of the student they are collated at the end of the volume. Rigid

classification is avoided designedly and for two reasons: first, students of elementary-school age do not seize the finer grammatical distinctions—the elementary school is no place for discriminations about which the masters quarrel; second, children enter into the grammatical spirit only by the concrete use of the properly selected sentence copiously illustrated. The technical names of the parts of speech, etc., are frankly used as soon as the need arises; the pupil is not "babied," so to speak, by calling a *noun* a *name word.*

It is assumed that pupils have studied certain elements of composition that are anticipatory of grammar study—simple rules of punctuation, capitalization, and spelling. These rules are reviewed by way of preparation for the presentation of more advanced rules.

It is felt that pupils profit by setting forth in formal order their analysis of a sentence. Hence the form of *verbal analysis* is frequently given. Graphic presentation makes a special appeal, and hence the verbal analysis is supplemented by forms of *graphic analysis*, a term which is regarded as more desirable than the traditional *diagramming.* While graphic analysis is not the end of grammar study, its inherent interest makes it a valuable accessory. The system here used—an original device—is simple and its rationale so obvious that the structure of the sentence appears at a glance. The distinction between entire subject and entire predicate seen in the simplest sentence is maintained even in the most complex; the lines are either vertical or horizontal, light or heavy, dotted or full; every word is written in the familiar direction and is frequently parsed by its very position in the graph.

The topics in *Interpretation and Appreciation* are introduced to suggest the correct method of approach. It is hoped that the ideas will be carried into similar studies during the reading period.

TO THE TEACHER

1. Please read the PREFACE to this book.
2. Please note the following arrangement of this book:
 a. The material is divided into **Topics,** by number.
 b. The usual arrangement of the material under each topic is:
 1. The word **Observe** followed by instances (lettered *a*, *b*, *c*, etc.) illustrating the point of the topic.
 2. The word **Note** calling attention to the point.
 3. A **RULE** or **DEFINITION** if one has been developed.
 4. Exercises, numbered consecutively throughout the topic, but grouped under A, B, C, etc. Unless otherwise specified, the directions to pupils apply to the exercises that immediately follow.
 5. An **Example,** illustrating the exercise, if one is needed.
 6. An illustration of VERBAL (oral or written) ANALYSIS, when needed.
 7. An illustration of GRAPHIC ANALYSIS, when needed.
 8. **SUPPLEMENTARY** exercises which may be used in a variety of ways.

 a. When a class is working through the regular exercises there will ordinarily be a number of pupils who proceed faster than the average; when they finish the regular exercises they may continue to the SUPPLEMENTARY and work as many of these as possible while the rest of the class is finishing the regular work.

b. At the opening or close of a lesson the teacher will probably have a rapid review of some preceding lesson. This may be expedited by using the Supplementary material given in connection with the topic she wishes to review.

c. For a review extending over a number of topics the class can be taken rapidly over the Supplementary material for each; e.g., "take the first four exercises in each group," or "the odd-numbered exercises," or "the last three exercises."

3. Please note that preceding each topic there is often a number in parenthesis. This refers to the page on which the topic was last treated. The number in parenthesis following the topic indicates the page on which the topic is next treated.

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GRAMMAR

BOOK ONE

Topic 1. THE SENTENCE. (2)

Observe:

a. Gold glitters.
b. Where are the prairies?
c. Farmers raise wheat.
d. Fruit-trees blossom.
e. Spend your time sensibly.

Note that each line makes sense, that is, it expresses a complete thought. A thought so expressed is called a *sentence*, the word sentence being related to the word *sense*.

A. Tell whether it is a sentence or not:

1. Ink three feet a quart of new cloth.
2. Beautiful sing in the clouds grow.
3. One shot scattered the noisy flock.
4. Thirty-six red tennis have eaten quickly.
5. South America exports meat and sugar-cane.
6. North America black is mosquito tree shrubbery.
7. Trees shrubbery is North America mosquito and.
8. The Panama Canal joins the Atlantic and the Pacific.
9. Turtle-eggs are among the chief foods of the South.
10. Submarine in the sky three times the Swede, ah!
11. Can you tell me the meridian of New York city?
12. Find it by using the index of your geography.

13. Smokeless roses and pansies gently plants cats.
14. Fairmount Park swam the Delaware steal wire.
15. How can the weather-man foretell storms and calms?

DEFINITION: A sentence is a group of words so arranged as to make sense.

SUPPLEMENTARY

B. Tell whether it is a sentence or not:

16. Baseball three dots long.
17. Keep off the grass.
18. That wrote who sign?
19. Who wrote that sign?
20. Coal is soft or hard.
21. What is a gross?
22. How many units has it?
23. Washington, Adams, Madison.
24. Where is the Sahara Desert?
25. Sahara is the Desert where?
26. Sahara where is the Desert?
27. Cook your cereals thoroughly.
28. A plumber and his helper.
29. The eyes of a darning-needle.
30. Is long and narrow.
31. Let me feel your pulse.
32. Keep your rooms ventilated.
33. Climbing up the golden stair.
34. Keep the home-fires burning.
35. It glistens like silver.
36. Twenty miles an hour back.
37. Porcupines have spines.

(1) Topic 2. THE SENTENCE: Declarative. (17)

Observe:

a. Our country	*has forty-eight states.*
b. James Eads	*built the Eads Bridge in 1874.*
c. He	*prefers to go fishing.*
d. You and I	*shall raise garden vegetables.*

Note that each of these lines is a sentence.

Note that each sentence is a statement.

DEFINITION: A sentence is declarative when it makes a statement.

ANALYSIS

Note that the vertical line divides each sentence into two parts.

Note that the left side contains the topic of the sentence. It is called the *entire subject.*

Note that the right side contains what is said of the subject. It is called the *entire predicate.*

Note, too, that the subject does not make a sentence without the predicate, and that the predicate does not make a sentence without the subject.

In other words, every sentence is composed of two necessary parts: the *subject* and the *predicate.*

When we separate the parts that compose a sentence, we analyze the sentence, and what we do is called *analysis.*

VERBAL ANALYSIS

When we analyze a sentence by saying or writing its parts we are making a *verbal analysis.*

A. Analyze:

Example:

Garfield and Arthur were elected in 1880.

I. *Garfield and Arthur were elected in 1880.*
II. Declarative sentence.
III. Entire subject: *Garfield and Arthur.*
IV. Entire predicate: *were elected in 1880.*

1. Tops hum.
2. Wagons rumble.
3. Sails flap.
4. Frogs croak.
5. Skates glide.
6. Pain is never pleasant.
7. The cold snow covers him.
8. William and Mary sing well.
9. I love to hear them.
10. You and I won the game.

11. Mountains echo.
12. Butterflies flutter.
13. The monkey gambols.
14. Hawks kill chickens.
15. Violets bloom early.
16. Donkeys are stubborn.
17. We exercise often.
18. His eyes sparkled.
19. I can swim now.
20. We learned to swim.
21. Jack and Jill followed us.
22. Balboa discovered the Pacific.
23. Lord Baltimore settled Maryland.
24. Howe invented the sewing-machine.
25. Lincoln was a great president.
26. Cooper was once a poor boy.
27. Drake started slavery here.
28. Edison is a famous inventor.
29. Longfellow wrote pretty poems.
30. He wrote "The Children's Hour."

GRAPHIC ANALYSIS

A shorter way of analyzing a sentence is to write the words forming the entire subject on the left of a heavy vertical line and the words of the entire predicate on the right of the line. This is called *graphic analysis*.

B. Analyze graphically each sentence in Exercise A:

Example:

Garfield and Arthur were elected in 1880.
Garfield and Arthur | *were elected in 1880.*

(Care must be taken to make the line between the entire subject and the entire predicate a heavy one, as a different meaning will later be given to the light line.)

Many sentences are suggested by the picture on the opposite page.

C. To the entire subject add an entire predicate:

Example:

This beautiful picture
This beautiful picture shows a holiday in the park.



31. The three boys
32. The pretty girl near by
33. Rover, the pet dog, ...
34. Mothers and children
35. Everybody in the park
36. The flag in the distance.....
37. A large May-pole
38. Children in a circle
39. A flock of swans
40. Two boats
41. The cannon in the rear
42. A boy with a bicycle

D. To the entire predicate add an entire subject:

Example:

..... brightens up the whole park.

The brilliant sun brightens up the whole park.

43. is covered with new grass.
44. make the park look like a flower-garden.
45. floats gloriously in the breeze.
46. dance merrily around the May-pole.
47. amuses the three boys.
48. watches Rover's clever tricks.
49. is fond of her doll.
50. has come on his bicycle.
51. are rowing on the lake.
52. stands guarding the flag.
53. fires a salute at sunrise.
54. owns this pet dog.

E. In the foregoing exercise part of a sentence was provided. Now construct entirely original sentences.

SUPPLEMENTARY

F. Analyze, either by verbal analysis or by graphic analysis:

55. We live on the earth.
56. Our earth is a planet.
57. Planet means wanderer.
58. The sun heats the earth.
59. It lights up the earth.
60. The earth becomes bright.
61. The moon is a planet.
62. It moves around the earth.
63. It brightens the nights.
64. We enjoy the moonlight.

65. God watches the stars and the planets.
66. Great heat always produces gases.
67. These gases try to escape.
68. Gases will force their way out.
69. Read up about earthquakes.
70. Earthquakes make a rumbling noise.
71. Gas explosions cause that noise.
72. There are gases within the earth.
73. These gases may escape through the volcanoes.
74. Volcanoes are the chimneys of the earth.
75. Mt. Hecla is in Iceland.
76. Iceland is near the Arctics.
77. Iceland has been visited by earthquakes.
78. Volcanoes and earthquakes are rare in the Arctics.
79. Whole cities have been destroyed by earthquakes.
80. The rumbling noise is the explosion of gases.

G. Add an entire predicate:

81. The American people
82. The Atlantic Ocean
83. The climate of South America
84. A terrific hurricane
85. The beautiful star
86. The most common evergreen-trees
87. The most common hardy fruits
88. The Board of Health
89. Autumn-leaves
90. A mountain of ice
91. Some California trees
92. A penny saved
93. The meridian of my town ...
94. The leap-year
95. Frequent exercise
96. Raising grapefruit
97. Forty-eight states
98. The sweetest flowers
99. The people of Africa
100. The depth of the ocean ...
101. The Lincoln penny
102. Oyster-beds
103. A school of whales
104. Volcanoes
105. Canal-boats
106. An ant-hill
107. The early bird
108. Well begun
109. The twenty-first of March..
110. Lilacs and lilies

111. A large ocean steamer
112. Theodore Roosevelt and Woodrow Wilson
113. London and Paris
114. Sisters and brothers
115. Red, orange, green, blue, yellow, and violet
116. Bread, cake, buns, and pies
117. Gold, silver, copper, and tin
118. Coal and granite
119. Rye, wheat, barley
120. Carpenters, masons, and bricklayers
121. The twelfth of February ...
122. The fourth of July
123. The first Monday in September
124. The twelfth of October
125. The last Thursday in November

H. Go over Exercise G again and build other sentences different from those you made the first time.

(*Do this where possible in all exercises in this book.*)

I. Add an entire subject:

126. devour small fish.
127. are tropical fruits.
128. are hardy fruits.
129. equals twelve dozen.
130. struck my house.
131. is a summer resort.
132. are tradespeople.
133. is our longest day.
134. is our shortest day.
135. freezes the earth.
136. are called Scotchmen.
137. is made from wool.
138. is our governor.
139. flows due south.
140. rises at 4:25.
141. sets at 7:45.
142. encircles the earth.
143. lives in the tropics.
144. grows in the South.
145. ripen in August.
146. is our largest park.
147. are scavengers.
148. has a fine harbor.
149. are the five races.

Topic 3. WORD STUDY: Plural of Nouns. (13)

Observe:

shoe	*tie*	*finger*	*ribbon*	*chief*	*reef*
coat	*glove*	*paper*	*killie*	*roof*	*sieve*
lace	*muff*	*pencil*	*collar*	*cliff*	*tough*

Note that each of these words is the name of something. Such a word is called a *noun*.

DEFINITION: A word is a noun when it is used as the name of something.

Spell the plural of each of the above nouns. (If you are not sure of the spelling, look up the word in the dictionary.)

Note that each of these nouns forms its plural by adding *s*.

WORD RULE 1: A noun usually forms its plural by adding *s* to the singular.

Spell the plural:

dress	*mass*	*catch*	*flash*	*box*	*fox*
miss	*pass*	*scratch*	*lynx*	*tax*	*fez*

Note that each of these nouns forms its plural by adding *es* to the singular.

WORD RULE 2: A noun ending in *s, x, z, sh,* or *ch* (soft) forms its plural by adding *es* to the singular.

Spell the plural:

fly	*dairy*	*ally*	*army*	*colony*
sty	*ferry*	*bunny*	*berry*	*history*

Note that each of these nouns ends in *y*. **Note,** too, that in every case the letter before the *y* is a consonant. **Note** that each noun forms its plural by changing the *y* into *i* and adding *es*.

WORD RULE 3: A noun ending in *y* preceded by a consonant forms its plural by changing the *y* to *i* and adding *es*.

Spell the plural:

boy	*key*	*tray*	*chimney*
toy	*monkey*	*buoy*	*journey*
bay	*donkey*	*jersey*	*quay*

Note that each of these nouns ends in *y* but that the preceding letter is a vowel.

Note that each noun forms its plural by adding *s* and thus follows RULE 1.

Spell the plural:

loaf	*wife*	*thief*	*half*
shelf	*calf*	*knife*	*wolf*
life	*self*	*leaf*	*wharf*

Note that each of these nouns ends in *f* or *fe*.

Note that each noun forms its plural by changing the *f* or *fe* into *v* and adding *es*.

WORD RULE 4: A noun ending in *f* or *fe* forms its plural by changing the ending into *v* and adding *es*.

(Exceptions are: *hoof*, *proof*, *chief*, *scarf*, *fife*, *café*.)

Spell the plural:

potato	*hero*	*cargo*	*motto*
tomato	*echo*	*negro*	*mosquito*

Note that each of these nouns ends in *o* preceded by a consonant. **Note** that each forms its plural by adding *es*.

WORD RULE 5: A noun ending in *o* preceded by a consonant forms its plural by adding *es*.

(Exceptions are: *solo*, *bronco*, *piano*, which are regular and follow RULE 1. Spell their plurals.)

Observe:

SINGULAR	PLURAL	SINGULAR	PLURAL
man	*men*	*child*	*children*
ox	*oxen*	*goose*	*geese*
sheep	*sheep*	*mouse*	*mice*
oasis	*oases*	*trout*	*trout*
woman	*women*	*tooth*	*teeth*
gross	*gross*	*Mr.*	*Messrs.*
die	*dice*	*louse*	*lice*
deer	*deer*	*salmon*	*salmon*

Note that each of these nouns forms its plural without regard to any of the rules—its plural is irregular.

A. Change the underscored noun into the plural and make other changes where necessary:

Example:

The city is an interesting place.
Cities are interesting places.

1. The ox plows the field.
2. The sheep gives wool.
3. The goose lays large eggs.
4. The monkey plays tricks.
5. The deer is fleet-footed.
6. The mouse is a troublesome rodent.
7. The fly is a mischievous insect.
8. Who is this woman?
9. Where is her child?
10. Do you know this lady?
11. Who was the thief?
12. What is a hero?
13. Is this handsome gentleman the chief?
14. Has that man a comfortable home?

B. Spell the noun in the singular and state the rule, if any, according to which its plural is formed:

15. toys	19. axes	23. sties	27. lives	31. feet
16. joys	20. lies	24. spies	28. wives	32. commas
17. toes	21. flies	25. boxes	29. solos	33. tomatoes
18. eyes	22. cries	26. taxes	30. oxen	34. potatoes

SUPPLEMENTARY

C. Write the noun in the singular:

35. zeros	55. ferries	75. dealers	95. dairies
36. shoes	56. puppies	76. turkeys	96. galleries
37. reefs	57. daisies	77. breezes	97. creameries
38. fifes	58. enemies	78. grocers	98. buffaloes
39. cuffs	59. heroes	79. princes	99. thieves
40. paths	60. echoes	80. collars	100. shelves
41. nieces	61. mottoes	81. mistakes	101. loaves
42. alleys	62. negroes	82. journeys	102. knives
43. arches	63. halves	83. classes	103. women
44. inches	64. calves	84. coaches	104. dice
45. bushes	65. wolves	85. brooches	105. gross
46. kisses	66. leaves	86. mistresses	106. foes
47. flashes	67. mice	87. armies	107. Scotchmen
48. glasses	68. Misses	88. ladies	108. Germans
49. guesses	69. teeth	89. allies	109. Swiss
50. crutches	70. trout	90. lilies	110. Spaniards
51. cities	71. sheep	91. pennies	111. Bostonians
52. duties	72. salmon	92. poppies	112. Danes
53. babies	73. chimneys	93. groceries	113. Southerners
54. ponies	74. gulfs	94. supplies	114. Northerners

(9) Topic 4. WORD STUDY: The Contraction. (15)

Observe:

a. I don't use slang.

b. My brother doesn't use it.

c. Our parents don't permit it.

Note that *don't* is a contraction for two words, *do not.* It should not be used as a contraction for anything else, for instance, *does not.*

Note that the contraction for *does not* is *doesn't.*

A. Replace the dash with the proper contraction—*don't* or *doesn't:*

Example:

Aeroplanes _____ travel on tracks.

Aeroplanes don't travel on tracks.

1. A cloudy sky _____ always mean rain.
2. Some people _____ seem to understand that.
3. In Holland, it is one son in three who _____ have to enter military service.
4. It _____ make much difference at what we work, provided we _____ do anything dishonorable.
5. Gas _____ give as good light as electricity. Can you tell why it _____?
6. Work _____ seem hard to him who does it with a will.
7. No success can come to a man who _____ understand his business.
8. You _____ know the way to the lake and Cornelius _____; how do you expect to get there?
9. We _____ hear or see or smell disease germs; but that _____ prove that they are not near.
10. Milton _____ relish sweet potatoes; George _____ relish white potatoes; and I _____ relish either.

Other common contractions are:

I've	*aren't*	*we'll*	*I'm*	*what's*
I'll	*ma'am*	*you'll*	*you've*	*they're*
don't	*you're*	*we've*	*he's*	*'twas*
he'd	*they'll*	*isn't*	*'tis*	*e'en*
haven't	*hasn't*	*'tisn't*	*there's*	*mustn't*
hadn't	*they've*	*we're*	*it's*	*weren't*
doesn't	*couldn't*	*o'er*	*ne'er*	*wouldn't*

B. Place the apostrophe where it is needed:

11. Hasnt this been a hot day?
12. Yes, but heat doesnt affect me in the least.
13. Werent you disappointed when you couldnt go bathing?
14. No, I wasnt really disappointed.
15. Dont you expect to join us to-morrow?
16. Theyve talked about your coming.
17. Whats the rating on his report?
18. That I cant tell, as I havent seen the others.
19. Why is it forbidden to dock horses tails?
20. Calves meat isnt the most wholesome.
21. The second of January is Ladies Day.
22. Many visitors attended the childrens festival.
23. Deers meat is called venison.
24. Dont you know the difference between venison and veal?
25. Sturgeon roe is known as caviar.
26. Havent you ever tasted goats milk?
27. Ive always heard that Swiss cheese is made from goats milk.
28. Its neer too late to mend.
29. Didnt you notice how that cow led its calf away?
30. Your Ss are too large and too light.

SUPPLEMENTARY

C. Choose *don't* or *doesn't* to replace the dash:

31. The ground-hog goes into its burrow in November and _____ show itself again till spring.
32. When it _____ rain we _____ bring our lunch.
33. That canary-bird _____ sing.
34. Our summer birds _____ remain for the winter; and they _____ need us to tell when winter is coming; _____ it seem wonderful how animals feel the coming of the seasons?

D. Place the apostrophe where it is required:

35. I shall stop at my uncles garage.
36. Where is Alberts book?
37. Yours is in your desk; isnt it?
38. Isnt it nine oclock yet?
39. Noises in the dark dont frighten me and I wont be fooled.
40. You mustnt interfere with another mans rights.

(13) Topic 5. WORD STUDY: Abbreviations. (40)

A. Tell for what the abbreviation stands:

1. bu.	5. in.	9. doz.	13. St.	17. Mar.	21. Sept.
2. lb.	6. mo.	10. min.	14. Av.	18. Apr.	22. Oct.
3. oz.	7. ea.	11. vol.	15. Jan.	19. Jun.	23. Nov.
4. yd.	8. gal.	12. ans.	16. Feb.	20. Aug.	24. Dec.

B. Memorize the abbreviation and its meaning:

25. Mr.	Mister	31. Pres.	President
26. Messrs.	Messieurs	32. Gov.	Governor
27. Dr.	Doctor	33. Gen.	General
28. Rev.	Reverend	34. Col.	Colonel
29. Hon.	Honorable	35. Mrs.	Mistress
30. Prof.	Professor	36. Maj.	Major

37. Lieut. Lieutenant
38. Capt. Captain
39. Supt. Superintendent
40. Sec. Secretary
41. Treas. Treasurer
42. Sr. Senior
43. Jr. Junior
44. P. O. Post Office
45. Co. County (or Company)
46. N.E.S.W. North, East, South, West

C. Learn the abbreviation and note its derivation:

47. N.B. (*nota bene*) note well
48. do. (*ditto*) the same
49. No. (*numero*) number
50. i.e. (*id est*) that is

51. vs. (*versus*) against
52. viz. (*videlicet*) namely
53. m. (*meridian*) noon
54. B.C. Before Christ

55. A.D. (*Anno Domini*) the year of our Lord
56. a.m. (*ante meridian*) before noon
57. p.m. (*post meridian*) after noon
58. inst. (*instant*) present month

59. prox. (*proximo*) next month
60. ult. (*ultimo*) last month
61. etc. (*et cetera*) and the like
62. e.g. (*exempli gratia*) example given

SUPPLEMENTARY

D. Give the abbreviation for each:

63. Sunday
64. Monday
65. Tuesday
66. Wednesday
67. Thursday
68. Friday
69. Saturday
70. James
71. Edward
72. Thomas
73. Joseph
74. George
75. Charles
76. Borough
77. New York
78. Philadelphia
79. Canada
80. Mexico
81. United States
82. North America
83. South America
84. Central America
85. British Columbia
86. District of Columbia

(2) Topic 6. THE SENTENCE: Interrogative. (20)

Observe:

a. November 11 is Armistice Day.
b. What does that mean?
c. The Americans fought like tigers.
d. How many of them were in battle?

Note that sentences like *The Americans fought like tigers.* are statements, therefore declarative sentences; others like *Where did the Americans fight?* are questions, and are therefore called interrogative sentences.

DEFINITION: A sentence is interrogative when it asks a question.

A. Distinguish between the declarative and the interrogative sentences and assign the punctuation-mark:

1. The fiercest animals live in the jungles
2. Which are some of those very fierce animals
3. Where are the deepest forests and jungles
4. In tropical climates people do not work hard
5. What are the days of the week

6. The Amazon flows from west to east
7. In what direction does the Mississippi flow
8. What is the general shape of North America
9. The general outline of South America is triangular
10. Australia is high on the coast, low within

11. Nearly all large cities have subways
12. What is meant by an underground tube
13. Why should trolley-wires run under the street
14. Many automobiles have gasolene-engines
15. Some automobiles are run by electricity

B. Turn the statement into a question:

Examples:

The class may go.	*The class may go?* or *May the class go?*
Frank spoke French.	*Did Frank speak French?*

16. These books are expensive.
17. They may be bought in Troy.
18. The advertisement says so.
19. Miss Tully owns one of them.
20. Anna has sent for one.
21. Yours may arrive to-morrow.
22. It was sent by Parcel-Post.
23. The train was delayed.
24. We shall reach you later.
25. The folks will be anxious.

C. Turn the question into a statement:

Example:

Is your father still alive?
Your father is still alive.

26. Does Mary play the piano?
27. Can you speak Italian?
28. Has she graduated yet?
29. Was Boone really a pioneer?
30. Have you read of him?
31. May I tell you about him?
32. The Kentuckians honor him?
33. Do you like poetry?
34. Do you really enjoy it?
35. Are they studying a poem?

VERBAL ANALYSIS

D. Analyze each of the ten sentences in Exercise C:

Example:

Does Mary play the piano?

(Think of the sentence as in the form of a statement, i.e., *Mary does play the piano.*)

I. *Does Mary play the piano?*
II. Interrogative sentence.
III. Entire subject: *Mary.*
IV. Entire predicate: *does play the piano.*

GRAPHIC ANALYSIS

E. Copy the ten sentences in Exercise C. Make a graphic analysis of each.

(Always think of the question sentence as a statement sentence before analyzing it.)

Example:

Is your father still alive?

Your father | *is still alive*

SUPPLEMENTARY

F. Turn the statement into a question, and the question into a statement:

36. Our baggage has gone ahead.
37. Is this not a museum?
38. Are you quite sure?
39. Two automobiles collided.
40. No one was seriously hurt.
41. Shall we go there?
42. Is admission free to-day?
43. I left my ticket home.
44. Have you brought yours?
45. I shall tell you all.

G. Classify the sentence and give reason:

46. Honesty is the best policy.
47. A stitch in time saves nine.
48. Grasses furnish edible seeds.
49. We call such seeds cereals.
50. Name some of the cereals.
51. Which cereal do you like best?
52. When do you eat oatmeal?
53. Hardy fruits may be eaten in the morning.
54. The stomach is not very active at night.
55. Be industrious, children.
56. Remember this
57. Honor thy father and thy mother.
58. Can you recite a poem?
59. "In winter I get up at night."
60. What poem have I in mind?
61. Do you know that poem?
62. Say it.
63. Did you see the Northern Lights?

(17) Topic 7. THE SENTENCE: Order. (21)

Observe:

a. The Incas raised coffee. b. Coffee was raised by the Incas.

Note that these sentences say the same thing. But the first form of expression is shorter and more *direct* than the second. The first is the *direct order;* the second, the *indirect order.*

A. Change to the indirect order:

Example:

The employees of the U. S. mint make our coins.
Our coins are made by the employees of the U. S. mint.

1. Franklin made the first lightning-rod.
2. Gutenberg invented the art of printing.
3. Barclay Parsons built the Cape Cod Canal.
4. Peary reached the North Pole in the year 1909.
5. Captain Read crossed the Atlantic Ocean on the NC-4.

B. Change to the direct order:

Example:

Gold was discovered by Capt. Sutter's men.
Capt. Sutter's men discovered gold.

6. The potato was introduced into Europe by Sir Hawkins.
7. Smoking was made fashionable by Raleigh.
8. Many of the early colonists were killed by Indians.
9. Mt. Hope was reached by Williams in midwinter.
10. Rhode Island was founded by Roger Williams at this time.

SUPPLEMENTARY

C. Change the direct order to the indirect, and the indirect order to the direct:

11. In 1565 the Spaniards founded the town of St. Augustine.
12. A frightful fire wiped out Chicago in 1871.
13. In 1886 an earthquake destroyed part of Charleston.
14. A swift tornado blew away part of St. Louis in 1895.

15. In 1906 an earthquake wrecked part of San Francisco.
16. Coblentz was held by the American army.
17. President Wilson wrote the famous Fourteen Points.
18. Cologne was occupied by the British army.
19. Strassburg was invaded by the French army.
20. General O'Ryan's division smashed the Hindenburg line.
21. Verdun was successfully defended by General Pétain.
22. The German islands in the Pacific were taken by Japan.
23. Poland was made independent by the Allies.
24. Our notes are printed by the Treasury Department.

(20) Topic 8. SENTENCES: Combining. (36)

Observe:

a. Miss Brown teaches singing. Miss Blair teaches singing.
(Combined) *Miss Brown and Miss Blair teach singing.*
or *The Misses Brown and Blair teach singing.*

b. Has Susie gone? Has Gertrude gone? Has May gone?
(Combined) *Have Susie, Gertrude, and May gone?*

c. Keep your scalp clean. Keep your teeth clean.
(Combined) *Keep your scalp and teeth clean.*

Note that two or more sentences speaking similar things may be combined into one sentence by the use of a joining word.

Note, also, that certain words undergo a change; for example, *has* may be used with one person or thing, but it must be changed to *have* when used with more than one person.

A. Combine:

1. The lily is a flower.	The pink is a flower.
2. The reindeer has horns.	The buffalo has horns.
3. Does the goose lay eggs?	Does the duck lay eggs?
4. The oak grows tall.	The poplar grows tall.
5. Does the sheep eat grass?	Does the goat eat grass?

6. The lark sings sweetly. The thrush sings sweetly.
7. Bats sleep all day. Owls sleep all day.
8. Save your time. Save your money.
9. Here is the driver. Here is his companion.
10. Where does the crab live? Where does the lobster live?

11. Marie sings sweetly. Germaine sings sweetly. Claire sings sweetly. Helen sings sweetly.
12. Checkers is an indoor game. Chess is an indoor game. Tee-tah-toe is an indoor game.
13. The cow gives milk. The goat gives milk. The doe gives milk.
14. Your reading pleases me. Your writing pleases me. Your spelling pleases me.
15. Richard calls me Jack. Thomas calls me Jack. Arthur calls me Jack.

SUPPLEMENTARY

B. Combine:

16. The watchmaker uses very fine instruments. The engraver uses very fine instruments.
17. How does the confectioner sell his cream? How does the caterer sell his cream?
18. Holland is famous for its dikes. Holland is famous for its floods.
19. Jane always does her homework neatly. Jenny always does her homework neatly.
20. Why does the cobra shed its skin? Why does the moccasin shed its skin?
21. How does New Orleans get its cotton to England? How does Charleston get its cotton to England?
22. Is Mary your cousin? Is Margaret your cousin? Is Ruth your cousin?
23. Has the pine leaves? Has the cedar leaves? Has the spruce leaves?
24. The speaking-tube is a convenience. The telephone is a convenience. The telegraph is a convenience.

Topic 9. THE NOUN: Common and Proper. (30)

Observe:

a. woman	*f. Harriet Beecher Stowe*
b. park	*g. Jackson Park*
c. house	*h. White House*
d. book	*i. Black Beauty*
e. ship	*j. Leviathan*

Note that each word or set of words is a *noun.*

Note that each word in the first column is the class name *common* to persons, places, or things.

Note that each word or set of words in the second column is the special name *proper* to some person, place, or thing.

The class names are *common nouns*, the special names are *proper nouns.*

A. Some common nouns apply to:

1. persons (Examples: *man, maid*). Name others.
2. animals (Examples: *lion, giraffe*). Name others.
3. fish (Examples: *sturgeon, cod*). Name others.
4. places (Examples: *park, beach*). Name others.
5. minerals (Examples: *quartz, salt*). Name others.
6. trees (Examples: *hemlock, spruce*). Name others.
7. flowers (Examples: *lily, zinnia*). Name others.
8. vegetables (Examples: *leek, squash*). Name others.
9. fruit-trees (Examples: *beech, lime*). Name others.
10. mechanical tools (Examples: *chisel, wrench*). Name others.
11. parts of a house (Examples: *porch, roof*). Name others.
12. cereal plants (Examples: *maize, oats*). Name others.

B. Some proper nouns apply to:

13. persons (Example: *Capt. Sutter*). Name others.
14. rivers (Examples: *Potomac, Aisne*). Name others.
15. places (Examples: *Panama, Rome*). Name others.

16. things (Examples: *Old Glory, Fort Sumter*). Name others.
17. books (Examples: "*Hamlet*," "*The Bible*"). Name others.
18. poems (Examples: "*Old Ironsides*," "*Excelsior*"). Name others.

C. Make a list of the common nouns and a list of the proper nouns.

(See picture on opposite page.)

PHOEBE FLOOD

In Rexford, a little town of the Far West, lived a wood-cutter and his little daughter,—Phoebe Flood,—an orphan since her sixth year. Their home was a one-story cottage set back a bit from Fremont Road. Near by stood a towering willow,—a hundred years old, if a day,—to the shades of which the children of the town flocked as city children do to the park.

Phoebe was a girl sensible beyond her years and blessed with charms at which Nature is wont to smile. Her willow was the first to show catkins; her violets, roses, and lilies came in hosts early, and stayed late, dispensing fragrance in profusion.

The town children loved Phoebe. She knew many games and would amuse her little friends hours at a time. John Flood, her father, worked hard with the wood-cutters making a clearing two miles up Stagg Hill. There were cold days, too, for these choppers. The winters were so severe that at times the county school was closed. It was during these spells that brave Phoebe would prepare a hot luncheon and hasten with it to Stagg Hill to surprise her father. Things went on happily until one day during a sudden gale, a heavy pine tree fell, crushing two of the men.

.

Fifteen years had passed when the first railway to Rexford was opened. All Rexford was astir. The official train having aboard the state dignitaries, the Governor, the Lieutenant Governor, the Secretary of State, and others, arrived at noon amid the thundering salutes of the townsmen. They were paying tribute to the lady in the company of Governor Brewster, who was none other than their Phoebe!

Phoebe had become the First Lady of the State.



Topic 10. PUNCTUATION: Review. (26)

In lower grades you learned the following rules of punctuation:

PUNCTUATION RULE 1: The period is used at the end of every (statement) **declarative sentence.**

PUNCTUATION RULE 2: A period is used after every abbreviation.

PUNCTUATION RULE 3: A hyphen is used when a word is broken at the end of the line.

PUNCTUATION RULE 4: A question-mark is used at the end of every (question) **interrogative sentence.**

PUNCTUATION RULE 5: Quotation-marks are used to inclose words given exactly as written or spoken by some other person.

PUNCTUATION RULE 6: An apostrophe is used to show the omission of one or more letters.

PUNCTUATION RULE 7: An apostrophe is used in a noun to show that it expresses ownership.

(26) Topic 11. PUNCTUATION: The Comma. (27)

Observe:

a. Miss Willis, may I try this song on your piano?

b. Make yourself at home, Dorothy.

c. The upright piano, Alice, is not in tune.

Note that the name of the person spoken to is separated from the rest of the sentence by a comma.

PUNCTUATION RULE 8: The name of a person addressed is set off by a comma or by commas.

A. Place the comma where needed:

1. What makes that sizzling noise Edward?
2. The people of the far North Mr. Brown are never tall.
3. Miss Bell please excuse my brother's lateness.

4. May I assist you into the car Madam?
5. Now sing us a song you sweet little lark.
6. Louis what is the area of your state?
7. Trot little pony trot off to the barn.
8. Where does the United States get its gold Louis?
9. Have you read John that oil is common in Texas?
10. Children it is a shame not to know the history of one's country.

SUPPLEMENTARY

B. Punctuate:

11. George show me the four points of the compass
12. For my part Helen give me the pure country air
13. No doubt you prefer the roaring sea Charles
14. What holiday do we keep on February 12
15. Emerson once said: Hitch your wagon to a star
16. Children which of you can tell me what that means
17. Show the class the magnet in your pocket Walter
18. Listen my children and you shall hear
 Of the midnight ride of Paul Revere
19. I told John Jennie what you said
20. Any dog will befriend you Frank if you show kindness to him

(26) Topic 12. PUNCTUATION: The Exclamation-Mark.

Observe:

a. Hurrah! The game is ours.
b. Hush! I hear some one's footsteps.
c. Pshaw! You couldn't expect better from a coward.
d. Oh! That I could spare my mother that grief.
e. Hello! Hello! I am really glad to see you again.
f. Look! There is that shark again.

Note that the exclamation-mark is used after *Hurrah*, *Hush*, *Pshaw*, *Oh*, *Hello*, and *Look*. These words as used here express strong feeling.

Observe:

g. Hurrah for our side!
h. Thank Heavens! My brother is safe.
i. Look out for the cars!
j. How delightful is this breeze!
k. O you silly little fellow! Sit down.
l. Such brilliant skies are seldom seen!

Note that the exclamation-mark is used after a group of words; e.g., *O you silly little fellow!* The group of words may even be a sentence; e.g., *Look out for the cars!* Such a group of words, if it expresses a strong feeling, is followed by an exclamation-mark.

PUNCTUATION RULE 9: An exclamation-mark is placed after a word, or group of words, expressing strong feeling.

A. Place the exclamation-mark and the period where they properly belong:

1. Stand back The train is coming
2. The fireman shouted "Back" "Back"
3. My companion drowned Don't tell me that
4. Alas He has brought it all on himself
5. Ah That was all unnecessary fear
6. Oh That is good news indeed
7. Pshaw You haven't the sense of a baby
8. Listen that sounds like an earthquake
9. Hello You have been away a long time
10. Back Back Run for your lives

B. Punctuate according to the nine rules you have learned:

11. Pshaw Don't you hear how he reads
12. I toiled and tugged until I was tired to death
13. Kill the little spy shouted a voice from the rear
14. They licked the soup from the cooks own ladles

15. The place of the childrens last retreat
They called it the Pied Pipers Street
16. Hello Where do you come from
17. Oh Whats the matter whats the matter
18. What is it that ails young Harry Gill
19. P S —For Gods sake be good to the prisoners
20. "Theyre safe in such a fortress
Theres no way to shake it"

C. Separate each word with a hyphen, as you would at the end of a line. (When in doubt consult your dictionary.)

21. shouted	26. cover	31. healthy	36. regret
22. retreated	27. eating	32. hateful	37. garden
23. Piper	28. singer	33. noiseless	38. scholar
24. prisoner	29. mistake	34. nineteen	39. money
25. country	30. happen	35. heater	40. business

SUPPLEMENTARY

D. Punctuate:

41. Alas to be called a little rascal is too much
42. Land Land shouted the crew from the Pinta
43. Hats off the flag is passing by
44. "Shes the flag of our country forever"
45. "Mercy But you are really stupid"

E. Separate each word with a hyphen, as you would at the end of the line:

46. between	51. general	56. happily	61. respectful
47. management	52. brilliant	57. horrible	62. exciting
48. burglar	53. family	58. continue	63. delicious
49. barrel	54. graduate	59. equally	64. difficult
50. drizzly	55. already	60. evening	65. changeable

(23) Topic 13. THE NOUN: Possessive. (33)

You have learned Punctuation Rule 7: An apostrophe is used in a noun to show that it expresses ownership. When a noun expresses ownership it is a *possessive* noun.

Observe:

	SINGULAR		PLURAL	
	Not Possessive	Possessive	Not Possessive	Possessive
a.	*man*	*man's*	*men*	*men's*
b.	*class*	*class'*	*classes*	*classes'*
c.	*mouse*	*mouse's*	*mice*	*mice's*
d.	*potato*	*potato's*	*potatoes*	*potatoes'*

Note that possessive is formed one way when the noun ends in *s*, and another way when it does not end in *s*. Hence,

WORD RULE 6: A noun (singular or plural) not ending in *s* forms its possessive by adding an apostrophe.

WORD RULE 7: A noun (singular or plural) ending in *s* forms its possessive by adding an apostrophe.

(This is now the general practice applying to all nouns. Proper nouns ending in *s* are an exception; e.g., *Dickens's novels, St. James's Park.*)

A. Write sentences containing each form:

Example:

fox fox's foxes foxes'

A young fox meddled with a trap.
It was the fox's first experience.
Two old foxes came hurriedly along.
The foxes' appearance saved the cub.

1.	boy	boy's	boys	boys'
2.	child	child's	children	children's
3.	street	street's	streets	streets'
4.	life	life's	lives	lives'
5.	penny	penny's	pennies	pennies'

6.	pie	pie's	pies	pies'
7.	piano	piano's	pianos	pianos'
8.	loaf	loaf's	loaves	loaves'
9.	church	church's	churches	churches'
10.	ox	ox's	oxen	oxen's
11.	American	American's	Americans	Americans'
12.	German	German's	Germans	Germans'
13.	Englishman	Englishman's	Englishmen	Englishmen's
14.	prince	prince's	princes	princes'
15.	princess	princess'	princesses	princesses'
16.	mistress	mistress'	mistresses	mistresses'
17.	compass	compass'	compasses	compasses'
18.	lynx	lynx's	lynxes	lynxes'
19.	Miss	Miss'	Misses	Misses'

B. Write the possessive in both singular and plural:

20. dog	24. storm	28. sister	32. trolley
21. cat	25. mouse	29. father	33. teacher
22. book	26. robin	30. mother	34. chicken
23. lady	27. woman	31. friend	35. Canadian

C. Replace the dash with a word that denotes possession:

Example:

The _____ tongue is long and coarse.

The cow's tongue is long and coarse.

36. My _____ orchard is full of fruit-trees.
37. The _____ breast is a brownish red.
38. A _____ voice may be heard a mile away.

39. My _____ brother is my uncle.
40. Your _____ children are your cousins.
41. The _____ life is hard and full of danger.

SUPPLEMENTARY

D. Write the possessive in both singular and plural:

42. boat	46. negro	50. brother	54. Spaniard
43. lass	47. baker	51. cashier	55. Frenchman
44. aunt	48. grocer	52. printer	56. carpenter
45. uncle	49. school	53. butcher	57. blacksmith

E. Replace the dash with an appropriate word in the possessive:

58. _____ wool is made into various fabrics.
59. _____ bristles are made into coarse brushes.
60. Bowstrings are made from _____ hair.
61. The lightning-rod is _____ famous invention.
62. Esau made every attempt to get his _____ blessing.
63. A _____ young is called a kid; a _____ young is called a lamb; a _____ young is a pup; a _____ young, a cub; a _____ young, a colt; a _____ young, a chick; a _____ young, a gosling.

F. Change the underscored noun into the plural and make the other necessary changes:

Example:

A duck's eggs are larger than a hen's eggs.
Ducks' eggs are larger than hens' eggs.

64. The pig's ways are certainly peculiar.
65. Everybody loves the Frenchman's polished manner.
66. The peddler's sacks contained all kinds of wares.
67. The scorpion's sting is more or less poisonous.
68. The miner's life is hard and dangerous.
69. The fly's eggs are very small indeed.
70. The fish's head may be used as fertilizer.
71. The mule's endurance is greater than the horse's.

G. Change the underscored noun in the possessive plural to the possessive singular:

Example:

Artists' brushes are delicate and expensive.

The artist's brushes are delicate and expensive.

72. Cities' expenses are paid out of the taxes.
73. Teachers' pay comes from the same source.
74. The hair used in mortar is taken from cows' hides.
75. Goats' skin makes the best morocco leather.
76. Water-color brushes are made of camels' hair.
77. Some of the best glue is made from horses' hoofs.
78. Captains' uniforms are different from ensigns'.
79. Janitors' assistants must join in the fire-drill.

H. Change the underscored possessive singular into possessive plural; and the possessive plural into the possessive singular:

80. The policeman's first duty is to maintain the peace.
81. The rattlesnake's bite is usually fatal.
82. Our farmer's crops are sent to the city's market.
83. Every employer is responsible for his employee's safety.
84. Peddlers' licenses can be secured at the City Hall.
85. Milkmen's depots are inspected by the Board of Health.
86. Bakers' counters should be kept spotlessly clean.
87. Grocers' goods may not be displayed in uncovered boxes.

(33) Topic 14. POSSESSIVE WITHOUT APOSTROPHE.

A. Change the sentence so that the ownership may be indicated without an apostrophe:

Example:

The giraffe's height may be three times that of a man.

The height of a giraffe may be three times that of a man.

1. The kids' skin is made into gloves.
2. Goats' horns are made into knife-handles.
3. Birds' eggs are much smaller than hens' eggs.
4. The ostrich's eggs are much larger than the hen's eggs.
5. Herons' flesh was once thought rare eating.
6. I am very fond of Whittier's "Barefoot Boy."
7. Every insect's body is divided into three sections.
8. Lampblack is used in making printer's ink.

B. To indicate ownership use the apostrophe instead of the underscored word:

Example:

The road is as crooked as the horns of a ram.
The road is as crooked as a ram's horns.

9. How sweet is the song of the bluebird!
10. The cry of the wolf is a frightful howl.
11. Mr. Smith raised the wages of my brother.
12. We stood around the forge of the blacksmith.
13. The watchfulness of the engineer saved our lives.
14. The cubs of the lions are very playful and frisky.
15. The barrel is no higher than the head of a horse.
16. The grasshopper has some of the ways of a locust.

C. Change the underscored possessive and noun into the plural and alter the sentence where necessary:

Example:

The hornet's nest is built in the branches of evergreens.
Hornets' nests are built in the branches of evergreens.

17. The Indian's eye is noted for its fire and power.
18. The bee's sting is its only means of defense.
19. The wolf's fur is made into muffs and neck-pieces.
20. This lady's dress is a fabric of the finest silk.

21. The alligator's skin was made into leather bags and cases.
22. The camel's foot is well padded to tread the sand.
23. The camel's back is shaped like a saddle.
24. The sailor's life is bold and free, but full of danger.

25. A child's Mother Goose book is his first treasure.
26. A butcher's shop should be cool and spotlessly clean.
27. A deer's horn, like a ram's horn, is crooked.

28. A man's success or failure depends almost entirely on himself.
29. The monkey's tricks make him appear intelligent, at times.
30. The thief's life is both criminal and cowardly.

SUPPLEMENTARY

D. Change the underscored expression into the possessive form:

31. The plays of Shakespeare may be read in every language.
32. The strength of the elephant is remarkable.
33. For the sake of charity we often forgive.
34. Parents should carefully watch the habits of their children.

35. The rod of Moses was turned into a serpent.
36. Things look very odd in the land of the gypsy.
37. The life of the miner is full of peril.
38. Wise sayings sometimes come from the mouths of fools.

39. Many Canadians live by trading in furs of animals.
40. The filthiness of the tenants aroused the neighbors.
41. The mite of the widow merited the pleasure of God.
42. The cackling of the geese is said to have saved Rome.

E. Replace the apostrophe by the *of* form, or the *of* form by the apostrophe:

43. The earth's surface is three-fourths water.
44. All children are fond of the poems of Longfellow.

45. In winter the rays of the sun meet the earth at a slant.
46. In Peter Stuyvesant's time New York belonged to the Dutch.
47. The uniform of a soldier may be almost any color.

48. The policeman's chief duty is to enforce the law.
49. That good mother worked hard for her children's sake.
50. Our ship was raised forty feet by the wave of the ocean.

(21) Topic 15. THE SENTENCE: Imperative. (120)

Observe:

a. Clifford has brushed his teeth.
b. Has Clifford brushed his teeth?
c. Brush your teeth.
d. Lend me your book, please.

Note that sentence *a* makes a statement; it is therefore a declarative sentence.

Note that sentence *b* asks a question; it is therefore an interrogative sentence.

Note that sentence *c*, *Brush your teeth.*, is neither a statement nor a question; it is neither declarative nor interrogative. It is a *command.* It is therefore called an *imperative* sentence.

Note that sentence *d*, *Lend me your book, please.*, is neither a statement nor a question. It is a *request.* A sentence that expresses a request is also an imperative sentence.

DEFINITION: A sentence is imperative when it expresses a command or a request.

You are now ready to state Rule 1 as follows:

PUNCTUATION RULE 1: A period is used at the end of every declarative and every imperative sentence.

A. Distinguish the declarative, the interrogative, and the imperative sentences, and assign the punctuation-marks:

1. Every circle has a circumference
2. Have you a compass with you
3. Can you draw a circle with it
4. Place your compass on the paper
5. Hold your pencil very lightly
6. "The shades of night were falling fast"
7. "The roaring torrent is deep and wide"
8. "Beware the pine-tree's withered branch"
9. What is on the youth's strange banner
10. What happened to this noble youth
11. "What plant we in this apple-tree"
12. "The winter stars are quivering bright"
13. "Cut through the greensward with the spade"
14. "Hang a lantern aloft in the belfry arch"
15. "On the opposite shore walked Paul Revere"

B. Build ten original imperative sentences.

VERBAL ANALYSIS

C. Analyze:

Example:

Brush your teeth.

(*Note* that this is an imperative sentence. It is intended for the person to whom it is addressed.)

(*Note* that the person addressed is the subject of the sentence. Since his name may not be expressed, the word *you*, understood, stands for the name, and serves for the entire subject.)

I. *Brush your teeth.*
II. Imperative sentence.
III. Entire subject: *You* (understood).
IV. Entire predicate: *Brush your teeth.*

16. Honor your country's flag.
17. Respect your parents' wish.
18. Eat with moderation.
19. Keep yourself clean.
20. Take walks frequently.
21. Keep to the right.
22. Rise quietly.
23. Stand like a soldier.
24. Expand your chest.
25. Do not scuff along.

GRAPHIC ANALYSIS

D. Make a graphic analysis of each of the ten sentences in Exercise C:

Example:

Brush your teeth.

[*You*] | *brush your teeth.*

(The *you* is in brackets because it is understood.)

SUPPLEMENTARY

E. Distinguish the declarative, the interrogative, and the imperative sentences. Make a graphic analysis of each:

26. This wood has a grain.
27. Can you see the grain?
28. Show me the grain.
29. Point to it.
30. Do you see it now?
31. A strait joins two seas.
32. Do you see that pool?
33. What is a pool?
34. Come nearer to it.
35. Ferry me across.
36. This hideous wall is falling to pieces.
37. Have it repaired immediately.
38. Are your laborers very reasonable?
39. How much do they want per hour?
40. Send all your bills to me.

F. Point out the interrogative and the imperative sentences.

(See picture on opposite page.)

GINGER NEVER LOST HIS PLUCK

I am now the property of Mr. Eggleston? Indeed! And I heard you say to Morgan this morning that he was hitching me up for the last time.

— Fig. 21.

In my old age and blindness I am to leave my home to be turned over to the raw hands of strangers. Is this the reward of thirty years of service? Have you forgotten so soon the innocent days of your youth? Then you were the sunshine of Sunnybrook Vale, and I your unfailing pal. "The apple of your eye," your mother used to call me. Have you forgotten our frolics in the meadows when you were just Jimmie, and your sisters Frankie, Tessie, Mollie, and Jane? And those merry sleighing parties! Can you not hear my sleighbells in the memories of trips to Plainthorpe—"dashing through the snow"? Do you turn me out because I am blind? Fie! Your father blushes in his grave.

Do not pat this old cheek, your touch is cold. Take off your saddle from my back, it chafes me now. Go from me. I hear the voice of good Mother Earth. Ah! She is more mindful of faithful service. She will lead me over the blue fields into the elysian pasture where the turf is ever green, the fountain ever fresh, and friendship everlasting.

(15) Topic 16. WORD STUDY: The Suffix. (64)

Observe:

a. bat	*batting*	*batted*	*batter*	*c. fur*	*furry*
b. dig	*digging*	*digged*	*digger*	*d. grit*	*gritty*

Note that *ing*, *ed*, *er*, *y*, are endings that are often *added to* words in order to change slightly their meaning. They are called *suffixes*.

Note that *bat*, *dig*, *fur*, *grit*, are words of one syllable ending in a single consonant. **Note** that when the suffix *ing*, *ed*, *er*, or *y*, is added to them, the consonant is doubled.

WORD RULE 8: A word of one syllable ending in a single consonant preceded by a single vowel doubles that consonant before adding a suffix beginning with a vowel.

A. Add the suffix *ing*, *ed*, *er*, or *y*, as indicated:

ing	*ed*	*er*	*y*
1. hem	9. skip	17. thin	25. sun
2. fit	10. pet	18. rub	26. star
3. hum	11. jog	19. clap	27. wit
4. hop	12. tag	20. cut	28. tin
5. sham	13. gag	21. swim	29. grit
6. bud	14. rob	22. wrap	30. knot
7. flag	15. plug	23. blot	31. snap
8. rig	16. rot	24. sin	32. fat

Observe:

a.	*begin*	*beginner*	*c.*	*transfer*	*transferred*
b.	*regret*	*regretting*	*d.*	*compel*	*compelled*

Note that *begin*, *regret*, *transfer*, and *compel* are words of more than one syllable accented on the last syllable; that they end in a single consonant preceded by a single vowel; that they double the last letter when a suffix is added.

WORD RULE 9: A word of more than one syllable accented on the last syllable ending in a single consonant preceded by a single vowel doubles the final consonant before a suffix beginning with a vowel.

B. Add the suffix *ed*, *er*, or *ing*, as indicated:

ed	*er*	*ing*
33. permit	38. prefer	43. excel
34. rebel	39. propel	44. commit
35. entrap	40. confer	45. upset
36. overlap	41. control	46. forget
37. occur	42. refit	47. forbid

Observe:

a.	*wire*	*wiring*	*wiry*	*d.*	*care*	*caring*	*careless*	
b.	*tame*	*taming*	*tamer*	*e.*	*shame*	*shaming*	*shameful*	
c.	*like*	*liking*	*likely*	*f.*	*time*	*timing*	*timely*	

Note that *wire*, *tame*, *like*, *care*, *shame*, and *time* are words ending in silent *e*; that *ing*, *y*, *less*, *ful*, *ly*, and *ment* are suffixes beginning with either a vowel or a consonant.

Note that where the suffix with the initial vowel is joined to the word the final *e* is dropped.

Note that where the suffix with the initial consonant is joined to the word the final *e* is retained.

WORD RULE 10: A word ending in silent *e* retains the *e* before a suffix beginning with a consonant and drops the *e* before a suffix beginning with a vowel.

(Exceptions are *due, duly; true, truly; awe, awful; dye, dyeing.* When in doubt consult your dictionary.)

C. Join the word and the suffix, retaining or omitting the final *e* according to Rule 10:

48. state (ment)
49. state (ly)
50. state (ing)

51. care (less)
52. care (ful)
53. care (ing)

54. white (ing)
55. white (ness)
56. write (ing)
57. write (er)

58. please (ing)
59. please (ant)
60. slide (ing)

61. manage (er)
62. manage (ment)
63. manage (ing)

64. like (ly)
65. like (ing)
66. like (ness)

67. excite (ing)
68. excite (ment)
69. slime (y)
70. face (ing)

71. shake (er)
72. shake (ing)
73. cure (able)

74. shame (ing)
75. shame (ful)
76. shame (less)

77. engage (ing)
78. engage (ment)
79. engage (ed)

80. dine (er)
81. dine (ing)
82. hope (ful)
83. hope (ing)

84. farce (ical)
85. leave (ings)
86. operate (tion)

Observe:

a. reply	*replied*	*replies*	*replying*
b. carry	*carried*	*carries*	*carrying*
c. copy	*copied*	*copies*	*copying*
d. fly	*flier*	*flies*	*flying*
e. buy	*buyer*	*buys*	*buying*

Note that *reply*, *carry*, *copy*, and *fly* end in *y* preceded by a consonant, and that they change the *y* to *i* on the addition of *ed* and *es*. **Note** that *buy* ends in *y* preceded by a vowel, and undergoes no change on the addition of a suffix.

Note that in all five words *ing* is added without changing the *y* to *i*.

WORD RULE 11: A word ending in *y* preceded by a consonant changes *y* to *i* before a suffix other than *ing*; words ending in *y* preceded by a vowel retain the *y*.

D. Join the word and the suffix, changing *y* to *i* according to Rule 11:

87. cry (er)
88. cry (es)
89. cry (ed)
90. cry (ing)

91. fry (ing)
92. fry (ed)
93. tiny (er)
94. tiny (est)

95. dry (ed)
96. dry (er)
97. dry (ing)
98. dry (es)

99. happy (er)
100. happy (ly)
101. defy (ing)
102. defy (ant)

103. dye (es)
104. dye (er)
105. dye (ed)
106. dye (ing)

107. lonely (er)
108. lonely (est)
109. apply (es)
110. apply (cant)

(*Die* changes the *ie* to *y* before adding *ing*.)

SUPPLEMENTARY

E. Join the word and the suffix, making changes where necessary:

111. come (ing)
112. bite (ing)
113. dye (ing)
114. die (ing)
115. compel (ing)
116. excuse (ing)
117. swim (er)
118. cut (er)
119. tape (er)
120. tarry (ing)
121. twenty (eth)
122. excite (ed)
123. gape (ed)
124. robe (ed)
125. rob (ed)
126. occur (ed)
127. cure (ed)
128. plan (ed)
129. dye (ed)
130. try (ing)
131. tarry (ed)
132. try (ed)
133. chat (y)
134. scrag (y)
135. sop (y)
136. soap (y)
137. shag (y)
138. shake (y)
139. wit (y)
140. slim (er)
141. true (ly)
142. due (ly)
143. filthy (ness)

F. Separate the word into its original form and suffix:

Examples:

lovable = *love* + *able.*
prettiest = *pretty* + *est.*

144. heartiest
145. storage
146. tamable
147. kindling
148. operation
149. thirtieth
150. hurried
151. furious
152. business
153. excusable
154. persevering
155. reduction
156. receiving
157. cleanliness
158. engaging
159. enormous
160. important
161. collector
162. especially
163. usually
164. umbrella
165. national
166. gradually
167. machine
168. salary
169. reference
170. woman
171. terrible
172. sunshine
173. furniture
174. received
175. favorable
176. material

Topic 17. THE VERB. (47)

Observe:

a. Very high mountains stop the winds.
b. Very high stop the winds.

Note that *a* is a sentence and that the entire subject is *very high mountains*. **Note** that *b* is the same sentence with one word, *mountains*, of the entire subject, missing. **Note** that when this word is omitted the entire subject is destroyed, and there is no sentence.

Every entire subject contains one word that cannot be omitted without destroying the sentence; this word is the *subject word*. In imperative sentences the subject word is always *you* understood.

Observe:

c. Very high mountains the winds.

Note that *c* is the sentence *a* with one word, *stop*, of the entire predicate, missing. **Note** that when this word is omitted the entire predicate is destroyed, and there is no sentence.

Every entire predicate contains one word that cannot be omitted without destroying the sentence; this word is the *predicate verb*, or, we may say merely, the *verb*.

It is evident that every sentence must contain both a *subject word* and a *verb*.

DEFINITION*: A word is a verb when it is the word that cannot be omitted from the predicate without destroying it.

A. Name the subject word and the predicate verb:

1. Wheels rumble.
2. Leaves rustle softly.
3. Bombs explode.
4. Woods always echo.
5. Fountains gurgle joyfully.
6. The tanner tans.
7. The dyer dyes.
8. The miner mines diligently.

* This definition is replaced in Book II by one more complete.

9. The maid launders.
10. The officer patrols watchfully.
11. Walk your horse.
12. Hold the reins.
13. Thank your host.
14. Think fast.
15. Speak slowly.
16. Our bonds won the war.
17. Pershing commanded our troops.
18. French aeroplanes scoured the air.
19. The British navy guarded the ocean.
20. Their chasers sank many submarines.
21. The tanks crossed the trenches.
22. Red Cross nurses attended the wounded.

VERBAL ANALYSIS

B. Analyze the first ten sentences in Exercise A:

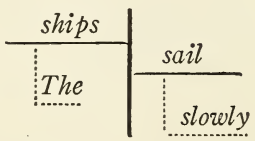
Example: The ships sail slowly.

I. *The ships sail slowly.*
II. Declarative sentence.
III. Entire subject: *The ships.*
IV. Entire predicate: *sail slowly.*
V. Subject word: *ships.*
VI. Predicate verb: *sail.*

GRAPHIC ANALYSIS

C. Make a graphic analysis of the first ten of the sentences in Exercise A:

Example:



(The subject word is placed on a straight line; the predicate verb is placed on a straight line one step lower; *The* and *slowly* are placed, on a dotted line, under the words to which they belong.)

SUPPLEMENTARY

D. Distinguish the predicate verb:

23. The cabinetmaker makes all kinds of furniture.
24. The wheelwright repairs all kinds of vehicles.
25. The blacksmith shoes horses and mules.

26. Confectioners serve cream and pastry.
27. Bakers make cakes and pies.
28. Colonel Vanderbilt commanded the Twenty-seventh Regiment.

29. Our army surprised the whole world.
30. My brother wears the Distinguished Service Cross.
31. Secretary Lansing attended the Peace Conference.

E. Tell which of the three kinds of sentences it is; and name the subject word and predicate verb:

32. Have you a soldier brother?
33. Support the good cause.
34. Heaven loves the generous.
35. Pay your debts promptly.
36. Has this peddler a license?
37. Stand!

(45) Topic 18. THE VERB: Action. (58)

Observe:

a. *Raise your hat.*

b. *I raised mine.*

c. *Did you?*

Note that in each sentence the predicate verb shows the subject as *doing* something at some time; that is, *raise*, *raised*, and *did* show action done by the subject.

Note that all the verbs in Topic 17 represent the subject as *doing* something at some time.

Therefore predicate verbs may show *action*.

Observe how I may *act* with regard to a boat:

I may *sail* it, *steer* it, *row* it, *stop* it, *tilt* it, *shake* it, *upset* it, *land* it, *anchor* it, *repair* it, *paint* it, etc. All the italicized words are verbs, and all show action.

Diogenes, one of the great men of Greece, lived for a time in a tub on a cape in southern Europe. Read what Rabelais says he did with his tub before he descended from the cape:

"There, I say in great excitement, did he *turn* it, *veer* it, *wheel* it, *frisk* it, *jumble* it, *shuffle* it, *huddle* it, *tumble* it, *jolt* it, *jostle* it, *overthrow* it, *invert* it, *overturn* it, *beat* it, *bump* it, *batter* it, *knock* it, *push* it, *jerk* it, *shock* it, *shake* it, *toss* it, *throw* it, *tap* it, *sound* it, *stop* it, *unbung* it, *close* it. And then in mighty bustle he *mounted* it, *notched* it, *decked* it, *adorned* it, *trimmed* it, *garnished* it, *bored* it, *rumbled* it, *slid* it down the hill, and *threw* it from the height of the cape."

A. 1. Tell things that children *do* in the schoolroom.
2. Tell things that children *do* in the park.
3. Tell things that you *can do* with a horse, or a bicycle.
4. Say what the ocean, the rain, the sun, the frost, *can do.*
5. Say what *can be done* to a clock, to a house, to a garden.

B. Replace the dash with a word that tells the action the animal or the thing may do:

The following are some of the words that may be used, but note that they refer to sounds only:

caw low grunt bleat bellow flap grit howl hum bray
mew bark quack rear clatter chatter screech talk sing gobble

Examples:

pigeons _____ *pigeons coo;* donkeys _____ *donkeys run*

6. dogs _____	11. crows _____	16. hoofs _____	21. turkeys _____
7. hogs _____	12. bulls _____	17. sails _____	22. donkeys _____
8. cats _____	13. ducks _____	18. teeth _____	23. parrots _____
9. bees _____	14. lions _____	19. wolves _____	24. monkeys _____
10. cows _____	15. sheep _____	20. eagles _____	25. kettles _____

C. Build a simple sentence by supplying an appropriate subject for each verb in Exercise B:

Examples:

The crow caws. or *Crows caw.*
The eagle screeches. or *Eagles screech.*

SUPPLEMENTARY

D. Tell something the animal or thing can do:

26. ice	34. bear	42. drum	50. blood	58. train
27. dog	35. hawk	43. frog	51. water	59. wheel
28. bee	36. worm	44. sail	52. rubber	60. pigeon
29. time	37. seal	45. lark	53. snail	61. parrot
30. fish	38. fire	46. people	54. horse	62. meteor
31. pen	39. band	47. tide	55. river	63. bullet
32. rat	40. door	48. wind	56. leaf	64. cornet
33. owl	41. ivy	49. grass	57. chair	65. engine

E. Name an animal or thing that can do the action:

66. float	74. boil	82. glide	90. leap	98. hiss
67. hoot	75. flow	83. tick	91. slide	99. climb
68. roar	76. pant	84. sing	92. print	100. gallop
69. howl	77. puff	85. coo	93. grunt	101. jingle
70. snap	78. dart	86. gnaw	94. roll	102. bellow
71. moan	79. rear	87. rustle	95. bound	103. sizzle
72. yelp	80. kick	88. neigh	96. creak	104. babble
73. boom	81. clank	89. cluck	97. squeak	105. screech

F. Replace the dash with an appropriate subject word:

The following are some of the words that may be used:

rats	*geese*	*clocks*	*bullets*	*fire*	*bells*	*cannon*
hens	*drums*	*brooks*	*timbers*	*rain*	*files*	*sleigh-bells*
owls	*winds*	*wheels*	*serpents*	*hands*	*chains*	*pigeons*
tops	*waves*	*leaves*	*swallows*	*coins*	*swords*	*crickets*

Examples:

_____ squeak. *rats squeak.*
_____ neigh. *horses neigh.*

106. _____ cluck.
107. _____ squeals.
108. _____ clap.
109. _____ crackles
110. _____ hum.
111. _____ patters.
112. _____ hoot.
113. _____ rasp.
114. _____ cackle.
115. _____ howl.
116. _____ roar.
117. _____ jingle.
118. _____ roll.
119. _____ whiz.
120. _____ creak.
121. _____ hiss.
122. _____ twitter.
123. _____ chirp.
124. _____ coo
125. _____ tingle.
126. _____ babble
127. _____ tick.
128. _____ boom.
129. _____ clash.
130. _____ clank.
131. _____ rustle.
132. _____ rumble.

G. Write each statement you constructed in Exercise F in both singular and plural, using the word *one* with the subject word if it is singular and the word *two* if it is plural:

Examples:

One coin jingles. *Two coins jingle.*
One file rasps. *Two files rasp.*

H. Find the subject word of the underscored verb:

THE MISSISSIPPI RIVER

The Mississippi River rises in Lake Glazier near Lake Itasca, Minnesota, and flows into the Gulf of Mexico. It is the most important river in North America and, with the Missouri, it is the largest river in the world. In its upper course it has many rapids, and passes through several beautiful lakes. About four hundred miles from its source it flows over a precipice eighteen feet high. This is called the Falls of St. Anthony. Here navigation begins. Between the Falls and the mouth of the Missouri are many sandbanks, which the river is forming and washing away. These banks often hinder navigation. Frequently trees washed down by the river are caught

by their roots and lie with their tops pointing down stream. These are called "sawyers." They are dangerous; for, in the dark, boats have run into them and have sunk.

The Lower Mississippi is bordered by wide swampy plains which often are overflowed when the river rises in the spring. As these lands are very fertile many fine plantations have been made on them. To protect the fields the people have made walls along the river banks. They call these levees. Near its outlet the river breaks up into several channels between which are low, sandy, and swampy lands. They are called the delta of the Mississippi. Here are bars of sand and mud which often stop navigation. To prevent the river from being blocked altogether Captain Eads constructed jetties at one of its mouths. These jetties are two walls, one on each side of the channel. A strong current washes the mud through these walls and leaves the passage clear.

Topic 19. THE ADJECTIVE. (78)

Observe:

a. James is a small boy.

b. Peter is a stout boy.

c. John is a tall boy.

d. Paul is a slim boy.

Note that *small*, *tall*, *stout*, and *slim* describe the boys *James*, *John*, *Peter*, and *Paul*. Words that describe persons or things are called *adjectives*.

DEFINITION: A word is an adjective when it is used to describe a person or thing.

A. Take a number of books and tell which of the adjectives describe each:

old	*thin*	*small*	*gray*	*brown*	*paper-bound*
new	*thick*	*clean*	*green*	*heavy*	*cloth-bound*
torn	*large*	*soiled*	*yellow*	*light*	*leather-bound*

B. Name a person or thing the adjective describes:

1. sad	6. smart	11. foolish	16. delicious
2. wise	7. clever	12. playful	17. industrious
3. calm	8. stupid	13. patient	18. delightful
4. merry	9. awful	14. faithful	19. intelligent
5. happy	10. docile	15. plentiful	20. boisterous

C. Name an adjective that describes:

21. ink	24. trip	28. lady	31. cough	35. clouds
22. sky	25. walk	29. grass	32. storm	36. beggar
23. ice	26. iron	30. train	33. fruit	37. burglar
	27. milk		34. father	

D. Replace the dash with an adjective derived from the underscored word:

Example:

Fields that produce in plenty are _____ fields.

Fields that produce in plenty are productive fields.

38. A boy who uses his common sense is a _____ boy.
39. A game full of danger is a _____ game.
40. A dog full of mischief is a _____ dog.
41. A book that interests us is an _____ book.
42. A driver who exercises care is a _____ driver.
43. A pupil who studies is a _____ pupil.
44. A person who changes his mind often is a _____ person.
45. A child who wilfully disobeys is a _____ child.
46. People given to kindliness are _____ people.
47. A person who thinks of others is a _____ person.
48. A season of many storms is a _____ season.
49. A harvest of plenty is a _____ harvest.
50. A baby that is frequently sick is a _____ baby.
51. He who gives generously is a _____ giver.
52. The individual that talks too much is a _____ individual.

53. Storms that destroy property are _____ storms.
54. He who acts politely is a _____ person.
55. A room well aired is an _____ room.
56. Sounds that frighten are _____ sounds.
57. News that brings cheer is _____ news.
58. Things that break easily are _____ things.
59. People of much talent are _____ people.
60. People living in misery often feel _____.
61. Food that is easily digested is _____ food.
62. Children who quarrel often are _____ children.

E. Use the word in a sentence by showing something it appropriately describes:

Examples:

industrious	*Ants are industrious.*
lazy	*Sloths are lazy.*
swift	*Swallows are swift.*

63. light	67. blue	71. red	75. vaulted	79. flat
64. heavy	68. gray	72. elastic	76. brittle	80. rough
65. thick	69. green	73. brilliant	77. square	81. oval
66. thin	70. black	74. angular	78. pointed	82. mountainous

F. Name a word in Exercise E that describes:

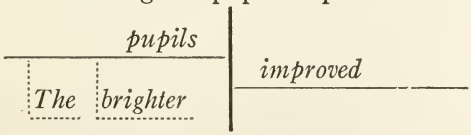
83. sun	86. ruler	89. rubber	92. checker-board
84. pens	87. glass	90. corners	93. country roads
85. arch	88. eggs	91. plains	94. Switzerland

GRAPHIC ANALYSIS

G. Analyze graphically:

Example:

The brighter pupils improved.



(Note that the adjectives *the* and *brighter* are placed on dotted lines one space below the word *pupils* to which they belong.)

95. Black clouds appeared.
96. Frightful thunders roared.
97. Vivid lightning flashed.
98. Big trees crashed.
99. Heavy rains fell.
100. The sweet singers hid.
101. The timid hares ran.
102. The tiny chicks peeped.
103. The frightened fowl cackled.
104. The pretty flowers drooped.

SUPPLEMENTARY

H. Find an appropriate adjective for the noun, and an appropriate noun for the adjective:

105. nervous	109. humorous	113. vacation	117. destructive
106. problem	110. skittish	114. pleasant	118. mischievous
107. weather	111. grateful	115. different	119. interesting
108. splendid	112. accident	116. expensive	120. excursion

I. Replace the dash with an appropriate adjective:

121. An object shaped like a circle is a _____ object.
122. An object shaped like a rectangle is a _____ object.
123. An object shaped like a cube is a _____ object.
124. An object shaped like a sphere is a _____ object.
125. An object shaped like a cylinder is a _____ object.

J. Tell the shape of the object:

126. baseball	129. egg	132. rugby	135. disc
127. gas-pipe	130. die	133. bowl	136. hoop
128. window-sash	131. sky	134. funnel	137. pen

K. Supply an appropriate noun after the adjective:

138. tart	144. sickly	150. learned	156. generous
139. awful	145. severe	151. crooked	157. truthful
140. common	146. bitter	152. brittle	158. tropical
141. unkind	147. amusing	153. deadly	159. horrible
142. lawful	148. patient	154. fragrant	160. sensible
143. gloomy	149. wealthy	155. cheerful	161. charming

162. pleasant	165. lightsome	168. competent	171. temperate
163. handsome	166. brilliant	169. dangerous	172. changeable
164. beautiful	167. offensive	170. miserable	173. comfortable

L. Place an appropriate adjective before the noun:

174. home	181. chairs	188. school	195. mechanic
175. lake	182. floors	189. museum	196. curtains
176. roof	183. cellar	190. furnace	197. mountain
177. farms	184. forest	191. gardens	198. cemetery
178. driver	185. swamps	192. library	199. monument
179. doctor	186. rivers	193. capital	200. salesman
180. friend	187. church	194. workman	201. fisherman

M. Replace the dash with an appropriate adjective:

202. Wood is _____	212. Dew is _____	222. Rats are _____
203. Coal is _____	213. Frost is _____	223. Foxes are _____
204. Glass is _____	214. Ice is _____	224. Hogs are _____
205. Metals are _____	215. Winds are _____	225. Eagles are _____
206. Rubber is _____	216. Water is _____	226. Roses are _____
207. Furs are _____	217. Soil is _____	227. Violets are _____
208. Steam is _____	218. Gall is _____	228. Lilies are _____
209. Air is _____	219. Lambs are _____	229. Daffodils are _____
210. Fire is _____	220. Tigers are _____	230. Sunflowers are _____
211. Diamonds are _____	221. Snakes are _____	231. Poinsettias are _____

N. Replace the dash with an adjective related to the underscored word:

232. Horses noted for their intelligence are _____ horses.
233. Rats noted for their craftiness are _____ rats.
234. Men noted for their wisdom are _____ men.

235. Storms noted for their severity are _____ storms.
236. Beings noted for their brutality are _____ beings.
237. Animals noted for their industry are _____ animals.
238. Flowers noted for their fragrance are _____ flowers.
239. People noted for their sloth are _____ people.
240. Stones noted for their brilliancy are _____ stones.

O. Point out the adjectives and name the word to which each belongs.

(See picture on opposite page.)

Clyde and Claude

Toward sundown as the lake breezes were gently lifting the July heats from a little mining town of northern Illinois, the settlers were suddenly aroused by tenor music breaking forth from the wooded hills. Men of the shaft and forge burst from their crude quarters, munching what was still left of their evening meal, and filled Main Street as fast as if an airship had unexpectedly landed among them.

Some speedily fell under the spell of that angelic voice; others were plainly disturbed by the words of the song. It was the "Old Folks at Home" the boy was singing.

To this prosaic people whose only song was the monotonous line of the bobwhite, the whippoorwill, or the katydid, the experience was like a boon from the sky. Ordinarily, people will applaud what pleases them. Not so here. A hush followed upon the music. Clyde and Claude—Clyde of the beautiful tenor voice, Claude with the stringed instrument—found themselves in the centre of four hundred brawny miners who seemed completely spell-bound.

The two strangers were poor students from Maine. To meet their expenses at college they were touring the states during the summer, harvesting from their musical gifts, and incidentally taking a good look at the world at large. They remained with the miners all week, entertaining them every evening most generously. When they finally departed, they were laden down with the blessings of these good people. Also, they took with them money that put them both through another college year.



(47) Topic 20. THE VERB: *Is* and *Was*. (72)

A. Replace the dash with *is* or *are* as the sense requires:

1. _____ there flowers in your window-boxes?
2. _____ there no room for plants at all?
3. _____ there no flowers in the wild forests?
4. _____ there any life in the far North?

5. _____ there no flower life in the frigid zone?
6. _____ there really more than one kind of lily?
7. _____ there such a thing as a state flower?
8. _____ this what is called soft coal?

9. _____ these wagons trucks or carts?
10. _____ that big coal soft or hard?
11. _____ those mules as good as horses?
12. _____ the drivers the owners?

13. _____ not that driver a foreigner?
14. _____ foreigners any better than natives?
15. There _____ a beautiful bay near my home.
16. There _____ many kinds of boats in it.

17. There _____ also some hotels in this section.
18. There _____ several danger-spots near by.
19. There _____ the remains of some awful wrecks.
20. There _____ a funnel floating on a plank.

B. Insert *was* or *were* as correct structure requires:

21. Buffaloes _____ once the only inhabitants of the great Western plains.
22. At one time wolves _____ very numerous.
23. _____ the soldiers under arms?
24. Jefferson and Jackson _____ famous democrats.
25. Churches _____ destroyed during the Great War.

26. _____ your roses in bloom last June?
27. No, not one of them _____ in bloom last June.
28. _____ the rooms all well lighted and ventilated?
29. The tablets _____ erected by the Daughters of the Revolution, and so _____ this flagpole.

SUPPLEMENTARY

C. Replace the dash with *is* or *are:*

30. There _____ bees in that clover-field.
31. There _____ seven beehives beyond the field.
32. There _____ a swarm of bees in the grove.

33. There _____ danger in going too near the swarm.
34. Here _____ bees with sacs full of nectar.
35. Here _____ two others with sacs also filled.

36. Here _____ an army of bees eager for work.
37. Here _____ a bee chasing two drones.
38. Here _____ a worker bee and a drone fighting.

D. Where the dash appears use *was* or *were* as the sense requires:

39. All the windows _____ opened from the top.
40. _____ all the doors opened at the same time?
41. At the last election many women _____ allowed to vote.
42. _____ you on that large ocean steamer?
43. Why _____ not the windows in the rear opened?
44. Many kinds of flowers _____ sent to the flower-show.
45. Which kind _____ the prettiest, do you think?
46. All vehicles _____ ordered off the sidewalk.
47. Anything with wheels _____ considered a vehicle.
48. The hailstones _____ as large as common marbles.

Topic 21. THE PRONOUN. (116)

Observe:

a. Mr. Smith sent Mr. Smith's son to Yale to give Mr. Smith's son a college education.

b. Mr. Smith sent his son to Yale to give him a college education.

Note that these two sentences convey the same meaning; but that the first is in very awkward form, and the second in the form commonly used.

Note that *his* is used in place of *Mr. Smith's;* and *him* is used in place of *Mr. Smith's son.*

Words used as substitutes for nouns are pronouns.

DEFINITION: A word is a pronoun when it is used in place of a noun.

The most common pronouns are *I, my, mine, you, your, yours, he, his, him, she, her, hers, it, its, they, their, theirs, them, we, our, ours, us, who, whose, whom, which, what, that.*

A. Replace the dash with an appropriate pronoun:

1. A great willow-tree spread _____ branches over _____ house.
2. We visited the wreck where so many people lost _____ lives.
3. _____ little brother presented a birthday gift to _____ mother _____ was so overjoyed that _____ caressed _____ very affectionately.
4. The men raised _____ school from _____ foundation and moved _____ fifty feet away.
5. The lightning shot a bolt into _____ flagpole and shattered _____ to pieces.
6. The pelican stores _____ prey in _____ pouch until _____ is filled; then _____ goes to some lonely spot to devour _____.
7. Ceres was the goddess of agriculture. _____ is said to have been the daughter of Saturn and Rhea, and the mother of Proserpine.

8. Before _____ time the earth was rough and uncultivated, and all parts of _____ were common to everybody but _____ taught men how to plow, and _____ showed _____ how to make bread and to grow fruits.
9. When men learned these things _____ began to divide the land and own pieces of _____. This led to disputes about the boundaries of fields.
10. Ceres' help was needed again, and _____ made the first laws for property-owners.

B. In the selection the pronouns are underscored. In each instance tell the word for which the pronoun stands:

SPIDERS

Spiders are flesh-eaters. Their mouths are therefore made for biting; though in attacking their prey they do not eat the bodies but suck from them the juices they contain. Spiders are armed with terrible jaws consisting of two sharp-pointed hooked blades which have saw-like edges. When a spider bites with these blades their points shut together in the wound, and at the same time there is injected a colorless poison which kills insects. The bite of a spider on the back of a man's hand has been known to cause his whole arm to swell enormously. We are not sure, however, that there are spiders in the United States whose bite would kill a healthy man.

Most spiders spin webs; but while some live in them, others use them only as traps to catch their prey. They seldom move from place to place without spinning a line after them. By its use they are able to drop safely from any height, and, while hanging by it, are often swung by the wind across wide spaces without any trouble on their part except to let out the thread. Inside the spider's body are bags filled with a gummy substance, out of which the threads are drawn and constructed into its web. When an insect touches one of these sticky threads it is held fast, and its struggles only entangle it the more. As soon as the spider feels any movement it runs out and seizes its victim.

C. The pronoun *I* appears frequently in this letter. Name the verb of which it is the subject.

(See picture on opposite page.)

Yodelpup, New Years, 1920

My dear Pal Paul,

Now that I have finished my first week in Yodelpup I shall tell you something of city life. But first, how are all the boys in Piffle? I am thinking of them a thousand times a day. Tell them so. You folks in Piffle don't know anything. You see nothing; you hear nothing: how could you know anything? Think of it! Here am I, hardly a week in Yodelpup and have been in trolley collisions twice, in automobile wrecks three times, and once a witness when I was mixed up with two discourteous dogs. The "Sunrise News" published my picture this morning.

But while I am fast becoming urbanized, I feel there is much I can learn. I hear from the police that the first fifty years are the hardest.

At present I am boarding with a Mrs. Snappersnitch, a kind old lady whom I much esteem. I should respect her much more if she would not ask so many questions. I should say the same of the boarders, who for some reason or other are greatly concerned about the wooden shoes under my bed. But I like the board. By the way, one of our puddings has been renamed "piffle"—as a compliment to me. However, I thank the stars and Mr. Slater for my studies in English; for when I join the staff of the "Sunrise News," which I expect to do very shortly, I shall surely turn the laugh on these clever boarders.

Until you hear from me again, and after, too, believe that I am

Your faithful chum,

Click.

SUPPLEMENTARY

D. Account for the capitalization in the letter in Exercise C.

2

(40) Topic 22. WORD STUDY: Capitalization. (77)

In the lower grades you learned the following rules:

CAPITALIZATION RULE 1: Begin with capitals the names of the days of the week, the months of the year, the holidays, holy days, and great events.

CAPITALIZATION RULE 2: Begin with a capital the first word of every sentence.

CAPITALIZATION RULE 3: Begin with a capital the first word of every line of poetry.

CAPITALIZATION RULE 4: Begin with a capital all names of persons and places, and the words formed from them.

CAPITALIZATION RULE 5: Write the words *I* and *O* as capitals.

CAPITALIZATION RULE 6: Begin with a capital every quotation.

CAPITALIZATION RULE 7: Begin with a capital every name and title of the Deity.

CAPITALIZATION RULE 8: Begin with a capital every title of honor and respect.

Observe:

a. I have just finished reading "Swiss Family Robinson."

b. We are constant readers of "The Ladies' Home Journal," the "Saturday Evening Post," "Harper's Weekly," and "America."

CAPITALIZATION RULE 9: Begin with a capital the important words in the title of a book, or in the subject of any other composition.

A. Write the titles of books you have read.

B. Write the titles of magazines with which you are acquainted.

C. Write the titles of our morning papers.

D. Write the titles of compositions you have written.

E. Explain the capitalization and quote the rule:

1. When a holiday falls on Sunday it is kept on the succeeding Monday.
2. Suddenly Prescott shouted to the minutemen: "Why don't you lay down your arms and disperse?"
3. "Thank you, pretty cow, that made
 Pleasant milk to soak my bread,
 Every day and every night
 Warm and fresh and sweet and white."
4. All Saints' Day comes November 1; All Souls', November 2.
5. Many institutions close on Washington's Birthday, Labor Day, and similar holidays.
6. The United States is a very large country; Texas is its largest state; the Mississippi is its largest river; Lake Superior is its largest lake; and Mt. McKinley is its highest peak.
7. The most brutal deed of the World War was the sinking of the *Lusitania.*
8. S. F. B. Morse's first public message was: "What hath God wrought!"
9. We speak of Him as the Almighty and the Lord of Hosts.
10. It was a shot fired by one of his own men that killed General Braddock.
11. The first successful Atlantic cable was laid during President Johnson's term of office.
12. Right Reverend Edward Greer is often mentioned as Bishop Greer of New York City; and Archbishop O'Connell as Cardinal O'Connell.
13. This is my friend Dr. Harvey, a physician from St. Louis.
14. Some of the streets of New York city still retain their Dutch names, just as some of the streets of New Orleans retain their French names.

15. In addressing the President of the United States or the governor of any state we say Your Excellency; in addressing the mayor of a city, or a judge, we say Your Honor; in addressing a king or emperor we say Your Majesty. In speaking of a bishop we say His Lordship; of an archbishop, His Grace.
16. The best onyx is a Mexican marble of great value.
17. Patriotism is a proud virtue of the American people.
18. It is said that the Almighty thundered from Mt. Sinai.
19. February the twelfth is Lincoln's Birthday; July the fourth is Independence Day. Most banks close on Good Friday.

SUPPLEMENTARY

F. Account for the capitalization:

20. Toward the end of President Buchanan's term of office there were several men who wanted to become president; Mr. Douglas was one of these.
21. Manila was taken by Commodore Dewey. Commodore Dewey was subsequently made admiral; hence we know him as Admiral Dewey.
22. Marshal Foch was in supreme command of the Allies' forces.
23. The Civil War was finished by General Grant.

24. 2694 Cropsey Av.,
25. Atlanta, May 31, 1915
26. Dear Friend Carl,
27. My dear Carl,
28. Ever yours,
29. Your devoted friend,
30. Respectfully yours,
31. Yours respectfully,

32. We walk'd along, while bright and red
Uprose the morning sun;
Old Matthew stopp'd, he look'd and said,
"The will of God be done."

Topic 23. THE PREPOSITION.

Observe:

a. Respect the man behind the gun.

b. Her mother ran rapidly toward her.

Note that the word *behind* serves to show the *position* of the *man* in relation to the *gun*. **Note** that the word *toward* serves to show the *direction* the *mother ran* in relation to *her*.

Such a word as *behind* or *toward*, which is placed before a noun or pronoun to show position or direction, is a *preposition*.

DEFINITION: A word is a preposition when it is placed before a noun or pronoun to show position or direction.

Common prepositions are:

on	*of*	*with*	*for*	*across*
to	*in*	*from*	*about*	*behind*
at	*into*	*after*	*among*	*through*
by	*over*	*until*	*before*	*toward*

Observe:

a. You must not run in school.

b. You must not run into school.

Note that these two sentences do not mean the same thing. Sentence *a* means that while you are in school you must not run around. Sentence *b* means that when you are entering the building you must not run.

In means position *within* a place.

Into means position or direction *toward* a place.

Prepositions are often misused because they are not properly distinguished.

A. Explain the difference in meaning in each set of sentences:

1. The cavemen ran *into* their caves.
 The cavemen ran *in* their caves.
2. We jumped *upon* the cotton bales.
 We jumped *on* the cotton bales.
3. *Between* the mountains is a valley.
 Among many mountains there are many valleys.
4. The steamer sailed *toward* Nova Scotia.
 The steamer sailed *for* Nova Scotia.
5. The traveller arrived *at* Manchester.
 The traveller arrived *in* Manchester.
6. A sentinel stood *beside* the fort.
 A sentinel stood *near* the fort.
7. Thomas is sick *with* grippe.
 Thomas is sick *at* the stomach.
 Thomas is sick *of* all kinds of candy.

B. Replace the dash with at least four appropriate prepositions:

Example:

The bird nested _____ the house.

The bird nested in the house.
The bird nested on the house.
The bird nested beside the house.
The bird nested outside the house.

8. My book is _____ the desk.
9. The cabin stood _____ the forest.
10. A statue is _____ the cabinet.
11. We travelled _____ a guide.
12. My teacher is _____ the room.
13. It shook _____ the storm.
14. A hare ran _____ the hill.
15. I spoke _____ Jack.

C. Name the preposition:

16. Dogs are housed in kennels.
17. The cattle were driven into the stable.
18. Bees may swarm from their hives.
19. The hens roosted in the coops.
20. Water flowed over the dam.
21. The wood was scattered around the shed.
22. That milk came from the dairy.
23. Put spices into the canisters.
24. The paintings drew crowds to the gallery.
25. The coal was left near the bin.
26. The hay lay wet beside the barn.
27. Some grain fell through the granary.
28. A gold coin lay under the safe.
29. The guns were returned to the armory.
30. The soldiers amused themselves within the barracks.
31. The Arabs keep their belongings in their tents.
32. The Indians hurried to their wigwams.
33. The herdsmen hastened over their ranches.
34. The rabbits ran into their burrows.
35. The travellers stayed within their cabins.
36. Our automobile stood behind the garage.
37. Farmer products are sold in the market.
38. The funeral stopped before the cemetery gate.
39. Miners are working beneath this town.
40. We walked across the jail grounds.
41. The singers climbed to the choir-loft.
42. A dirigible was anchored within the hangar.

D. Replace each dash with an appropriate preposition:

43. The class rode _____ the car _____ the park. On arriving there they marched two by two _____ the park and amused themselves _____ it _____ sundown.
44. The steamer glided _____ the bay, sailed slowly _____ the Narrows, and was well _____ the high sea _____ a few hours.

45. We made straight _____ Liverpool and arrived _____ that port six hours _____ schedule time.

46. As I walked _____ a sunny stream, a flock _____ geese strutted _____ my path and jumped _____ the water _____ one great splash.

47. You had better listen _____ my advice and live _____ it and you'll not be likely to do anything you might reproach yourself _____.

48. The Browns have six grown-up sons all _____ whom are held _____ high esteem _____ home and abroad; in fact, they are a credit and an honor _____ their parents, who naturally are proud _____ them.

49. Profit _____ the good example _____ others. Make yourself attractive, and they will have respect _____ you.

50. Mr. Hill was so disgusted _____ his boy's conduct that he hurried the lad off _____ an institution, rather than have the disgrace known _____ his friends.

51. The Stuart family were much worried _____ the illness _____ their little girl Mildred, who lay _____ a hospital ward _____ a dangerous attack _____ pneumonia.

52. The lecturer spoke an hour _____ the evils _____ war, the sufferings _____ the soldiers, and the miseries _____ those they left _____ them.

53. In the West when a horse has become unfit _____ further use, he is let loose _____ miles _____ pasture and left to find his death there.

54. Provided _____ brand-new rifles, a squad _____ civilians stood _____ the navy-yard gate, preventing intruders _____ entering.

55. On returning _____ my vacation I found my home surrounded _____ rows of stuccoed houses.

E. Build a sentence, replacing the dash with a suitable preposition:

Example:

disgusted _____ Todd's laziness.

The whole class was disgusted at Todd's laziness.

56. jumped _____ the water.
57. sketched _____ a pencil.
58. sketched _____ an artist.
59. sank _____ the ice.
60. walked _____ two friends.
61. credit _____ your teacher.
62. sick _____ a cold.
63. pleased _____ my report.
64. shocked _____ your behavior.
65. supplied _____ books.
66. fell _____ the pond.
67. dispense _____ homework.
68. departed _____ home.
69. unhappy _____ strangers.
70. uncomfortable _____ new shoes.
71. disgusted _____ Mary's carelessness.
72. dissatisfied _____ everybody.
73. swept _____ a broom.
74. swept _____ a maid.
75. tried hard _____ the prize.
76. succeeded _____ getting it.
77. annoyed _____ noisy neighbors.
78. tumbled _____ the icy pond.
79. saved him _____ drowning.

F. Name the prepositions:

Penn often met the Indians and visited them in their cabins; and the rulers of the colony and the natives kept their faith with one another.

In the next few years, settlers from many countries came in large numbers to Pennsylvania, falling easily into the quiet, prosperous life of the colony. People liked to live where the laws were wise, and where they could be free to worship as they pleased.

It was the law of kindness and the love of freedom, not only for his Quaker friends, but for all men, which guided William Penn in planting the colony that became in time the great state of Pennsylvania.—*Gordy.*

(58) Topic 24. THE VERB: Three Forms. (80)

Observe:

a. I write.
b. I wrote.
c. I have written.

Note that sentence *a* tells of something I *do now;* that sentence *b* tells of something I *did in time now past;* that sentence *c* tells of something I *have done.*

A. Construct sentences beginning with the following words:

Example:

a. I write. *b.* I wrote. *c.* I have written.

Form *a. I write a letter every day.*
Form *b. I wrote five letters yesterday.*
Form *c. I have written many letters in my lifetime.*

	a.	*b.*	*c.*
1.	I win	I won	I have won
2.	I rise	I rose	I have risen
3.	I eat	I ate	I have eaten
4.	You know	You knew	You have known
5.	You grow	You grew	You have grown
6.	You throw	You threw	You have thrown
7.	He swims	He swam	He has swam
8.	He wears	He wore	He has worn
9.	She begins	She began	She has begun
10.	She sings	She sang	She has sung
11.	It rings	It rang	It has rung
12.	It sinks	It sank	It has sunk
13.	They tear	They tore	They have torn
14.	They break	They broke	They have broken
15.	They steal	They stole	They have stolen
16.	They speak	They spoke	They have spoken

B. Construct sentences in the three forms:

17.	choose	chose	have chosen
18.	give	gave	have given
19.	know	knew	have known
20.	take	took	have taken
21.	shake	shook	have shaken
22.	play	played	have played
23.	come	came	have come
24.	grow	grew	have grown
25.	think	thought	have thought
26.	hurt	hurt	have hurt
27.	ride	rode	have ridden
28.	sit	sat	have sat

SUPPLEMENTARY

C. Build sentences using the verb forms:

29.	We bring	We brought	We have brought
30.	We think	We thought	We have thought
31.	We fight	We fought	We have fought
32.	We buy	We bought	We have bought
33.	You feed	You fed	You have fed
34.	You feel	You felt	You have felt
35.	You keep	You kept	You have kept
36.	You meet	You met	You have met
37.	You sweep	You swept	You have swept
38.	You sleep	You slept	You have slept
39.	You weep	You wept	You have wept
40.	They swing	They swung	They have swung

41.	They string	They strung	They have strung
42.	They sting	They stung	They have stung
43.	They wring	They wrung	They have wrung
44.	They strike	They struck	They have struck
45.	They stick	They stuck	They have stuck
46.	She pays	She paid	She has paid
47.	She stays	She staid	She has staid
48.	She says	She said	She has said
49.	She plays	She played	She has played
50.	I take	I took	I have taken
51.	You eat	You ate	You have eaten
52.	He goes	He went	He has gone
53.	She comes	She came	She has come
54.	It runs	It ran	It has run
55.	We draw	We drew	We have drawn
56.	You do	You did	You have done
57.	They freeze	They froze	They have frozen

D. Replace the dash with the proper form of the verb given in the parenthesis:

(If in doubt, consult the dictionary.)

(*throw*) 58. The boat sprung a leak and we _____ our effects overboard.

(*know*) 59. The potato was not _____ in Europe before Raleigh's time.

(*draw*) 60. That cartoon was _____ by the comic artist.

(*blow*) 61. During a fierce gale the weathervane was _____ clear off the steeple.

(*fly*) 62. Not long ago a flock of pigeons _____ from Richmond to Cuba.

(*hurt*) 63. Your sharp answer _____ your mother's feelings.

(*go*) 64. Several of my acquaintance _____ to Europe to enlist. It is fifteen months since they _____.

(*eat*) 65. Polite people _____ slowly and noiselessly.

(*drink*) 66. "I have never _____ anything stronger than lemonade," said the athlete.

(*be*) 67. At present there _____ hardly any buffaloes to be seen in our country.

(*see*) 68. Years ago they might have been _____ in large herds.

69. Insects _____ well; they have many eyes.

(*draw*) 70. Charles and Frank _____ ivy leaves while I was _____ a maple branch.

(*freeze*) 71. My limbs were _____ stiff during the night. Water _____ at 32°.

(*write*) 72. My brother _____ me a beautiful Christmas letter last year; but he has not _____ since.

(*speak*) 73. David and Samuel always _____ in praise of you, whenever I meet them.

(*lie*) 74. Cattle get on their knees before they _____ down.

75. The leaves _____ thick on the ground and served as a bedding for the roots of the trees.

(*build*) 76. The Incas _____ their houses of adobe. Even now the Pueblo Indians _____ them of this material.

E. Give the three forms of each underscored verb:

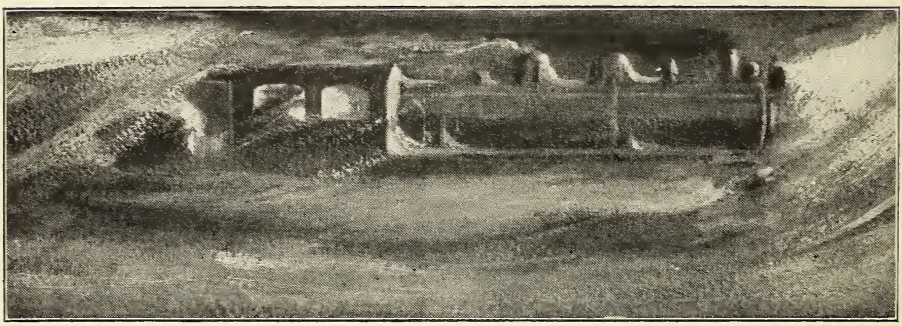
(See picture on next page.)

Extradition

All day long the snow had been falling steadily, in big fluffy flakes. The heavy train ploughed through dense pine-clad ravines, beside torrents buried far below the snow, under sheds into whose inky blackness the engine plunged, as into the bowels of the earth, across vibrating trestles, and up grades that seemed never ending, where the driving wheels slipped and ground ineffectually; then clutched the sanded rails, and slowly forged onward.

For two days it had been thus, and from the windows only the gently falling, ever falling snow met the eye. Heavy clouds shrouded the shoulders of the mountains, and the gorges between them were choked with mist. And onward, upward, always upward groaned the train.

The strain of the wheels suddenly relaxed; and it seemed as if the whole train sighed with relief. Ahead the engine gave a succession



of quick snorts, as if rejoicing at once more reaching a level. The train gathered headway.

"She is over the divide," announced the conductor, . . . "Now Jim can let her run."

"What do you call a divide?" asked Peggy.

"The Lower Kootenay," he answered. "Oh, it's great here in summer. Finest thing in Canada, in my opinion."

"In Canada!" exclaimed Dockbridge, with a start. "What do you mean? Are we in Canada?"

"You have been in Canada since three o'clock," was the reply; "we cross the lower left hand corner of Alberta—look at the map there in the folder. After making the divide we drop right back into Montana. They couldn't cross the Rockies at this point without leaving the States for a few miles."—*Arthur Train.*

(64) Topic 25. WORD STUDY: Two, To, Too. (138)

Observe:

For two weeks he was too ill to eat.

Note that the three underscored words sound alike but are spelled differently and have different meanings. Care should be taken not to misspell them.

Too means *also* or *very much; two* is the number; the short *to* is used in all other cases.

A. Replace each dash with *to*, *too*, or *two*, as the sense requires:

1. My mother says that _____ many cooks spoil the broth.
2. It is possible that _____ may be _____ many.
3. All even numbers are divisible by _____.
4. It is never wise _____ attempt _____ much at a time.
5. Poor little Tabbie was _____ frightened _____ eat.
6. What _____ famous statesmen died July 4, 1826?
7. When the stripes of our flag became _____ numerous Congress was forced _____ adopt the present design.
8. The quinces you gave me I found _____ hard _____ chew raw.
9. The _____ extremes of temperature make us uncomfortable.
10. At _____ years of age a child is not _____ young _____ be trained in little courtesies.
11. Don't judge _____ hastily; we are all apt _____ make mistakes.
12. Working _____ hard is dangerous _____ health; not _____ work at all is laziness; we should avoid the _____ extremes.
13. Every bird has _____ wings; that seems to be neither _____ many nor _____ few.
14. Eating _____ much is worse than eating _____ little; if you have _____ choose between the _____, choose the latter.
15. There are no _____ men alike in all things; therefore don't be _____ quick _____ judge the one by the other.
16. When the air is _____ close, the room should be ventilated. This is easily done where _____ windows are opposite each other.
17. He, _____, was unable _____ come _____ the party.

(51) Topic 26. THE ADJECTIVE: Common and Proper. (81)

A. Replace the dash with a proper noun or a proper adjective:

Examples:

We speak of the farmers of Canada as _____ farmers.

We speak of the farmers of Canada as Canadian farmers.

We speak of the farmers of _____ as Canadian farmers.

We speak of the farmers of Canada as Canadian farmers.

1. Red, white, and blue are the colors of the _____ flag.
2. The people of Mexico use _____ money.
3. People born in Switzerland are called _____.
4. _____ rugs are made in Persia.
5. Czar was the title of the _____ ruler.
6. Swiss cheese gets its name from the dairies of _____.
7. Sicilians are natives of _____, and Neapolitans are natives of _____.
8. The people of Norway speak the _____ language.
9. The people of Sweden speak the _____ language.
10. The people of France speak the _____ language.
11. The people of Greece speak the _____ language.
12. The people of Spain speak the _____ language.
13. The people of Austria are called _____.
14. The people of Hungary are called _____.
15. The people of Finland are called _____.
16. The people of Lapland are called _____.
17. The people of Poland are called _____.
18. Lisbon and Oporto are _____ cities.
19. The dances most common in Sweden are the _____ dances.
20. The negro race is sometimes called the _____ race.
21. Only oils imported from Italy are the real _____ oils.
22. Genuine _____ watches are made in Switzerland.
23. The people of Australia are called _____.

SUPPLEMENTARY

B. Replace the dash with a proper noun or a proper adjective:

24. The people of the Philippine Islands are called _____.
25. Parisian lace is manufactured in _____.
26. The Roman numerals were first used in _____.
27. The people of Turkey speak the _____ language.
28. The people of China speak the _____ language.
29. The people of Japan speak the _____ language.
30. The people of Germany speak the _____ language.
31. The people of Ireland speak the _____ language.
32. The people of Wales speak the _____ language.
33. The people of Holland speak the _____ language.
34. Philadelphia people are known as _____.
35. Missourians live in _____.
36. The people of California are _____.
37. The family name of our president is _____.
38. He belongs to the _____ party.

C. The underscored words are adjectives and pronouns. In each case, tell which the word is:

In the early days of our history, when the soil was new and rich, we were not compelled to use large amounts of manure and fertilizers. Yet our history speaks of a certain Indian who came into one of the New England colonies and showed the first settlers how, by putting a fish in each hill of corn, they could obtain larger yields.

If people in those days, with new and fertile soils, could use manures profitably, how much more ought we to use them in our time, when soils have lost quality, and when the plant food in the soil has been exhausted by years and years of cropping.

To sell, year after year, all produce grown on land is a sure way to ruin it. If the richest land is planted every year in corn, and no

stable or farmyard manure or other fertilizer returned to the soil, the land so treated will soon become too poor to yield any crop. If, however, clover or alfalfa or corn or cotton-seed meal is fed to stock, and the manure from the stock returned to the soil, the land will be kept rich. Hence those farmers who do not sell such raw products as cotton, corn, wheat, oats and clover, but who market articles made from these raw products, find it easier to keep their land fertile

If we wish to keep up the fertility of our lands we should not allow anything to be lost from our farms. All the manures, straw, roots, stubble, healthy vines—in fact, everything decomposable—should be plowed under or used as a top-dressing. Especial care should be taken in storing manure. It should be watchfully protected from sun and rain. If a farmer has no shed under which to keep his manure, he should scatter it on his fields as fast as it is made.

(72) Topic 27. THE VERB: See. (88)

A. Replace the dash with *sees*, *see*, *saw*, or *seen:*

1. We _____ every parade that was held.
2. Do not leave here before Miss Jones _____ your book.
3. Do not leave here unless Miss Jones _____ your book.
4. Last night I _____ two automobiles collide.
5. I never _____ a sadder sight in my life.
6. Often children _____ the effects of laziness too late.
7. John and Paul _____ better, now that they wear glasses.
8. When cattle _____ a storm coming they run to cover.
9. Owls, like moles, _____ better by night than by day.
10. At sea the top of the mast of an approaching ship is _____ first; at least on my trip it was the mast I always _____ first.
11. The microscope enables us to _____ things which could not be _____ with the naked eye.
12. Most of us _____ well, but none of us _____ far enough to tell what is on the stars.

13. On March 4 we _____ the president take his oath of office.
14. A large comet was _____ in the heavens. William and Jane _____ it; Frank _____ it every night he is out.
15. "At table, little children should be _____ but not heard." I once _____ this quotation on a sign in a restaurant.
16. Flies have six eyes, they _____ in all directions.

17. Had I _____ him first, he would never have _____ me.
18. Now that the damage has been done, the lads _____ the wickedness of their pranks.
19. I _____ him now, I shall _____ him to-morrow, I _____ him yesterday.
20. I have _____ him this week, I had _____ him before I met you, I shall have _____ him before I meet you again.

(78) Topic 28. THE ADJECTIVE: Comparison. (94)

Observe:

Hay is light; feathers are lighter than hay; air is the lightest of the three.

Wood is heavy; stone is heavier than wood; iron is the heaviest of the three.

Note that *light* not only describes *hay*, *feathers*, and *air*. It also compares them, by changing the form of the word.

Note that *heavy* not only describes *wood*, *stone*, and *iron*. It also compares them, by changing the form of the word.

Note that when two things are compared the adjective ends in *er*, and that when three things are compared the adjective ends in *est*.

This changing of the form of the adjective is *comparison*. In comparison, the first form is called the *positive;* the second, the *comparative;* the third, the *superlative*.

Observe the comparison of these adjectives:

a.	*smart*	*smarter*	*smartest*
b.	*old*	*older*	*oldest*
c.	*thin*	*thinner*	*thinnest*
d.	*fat*	*fatter*	*fattest*
e.	*slim*	*slimmer*	*slimmest*
f.	*tidy*	*tidier*	*tidiest*

Note that some words must double the final consonant before adding *er* and *est* to maintain the original vowel sound.

Note that sometimes a *y* must be changed to *i* before adding *er* or *est.*

Observe:

a.	*little*	*less*	*least*
b.	*good*	*better*	*best*
c.	*bad*	*worse*	*worst*
d.	*cunning*	*more cunning*	*most cunning*
e.	*troublesome*	*more troublesome*	*most troublesome*
f.	*intelligent*	*more intelligent*	*most intelligent*
g.	*intelligent*	*less intelligent*	*least intelligent*

Note that these adjectives do not follow the general rule for comparison.

A. Compare:

(If in doubt, consult the dictionary.)

1. ugly	7. dirty	13. pretty	19. awkward	25. generous
2. slow	8. fleet	14. greedy	20. shallow	26. spacious
3. high	9. hasty	15. gentle	21. comical	27. terrible
4. deep	10. angry	16. stupid	22. amusing	28. horrible
5. mean	11. broad	17. narrow	23. sensible	29. beautiful
6. clean	12. awful	18. foolish	24. graceful	30. interesting

Topic 29. THE OBJECT WORD.

Observe:

a. The Canadians raised much grain.
Ask: *raised* what? Answer: *grain.*

b. The Filipinos cultivate the finest hemp.
Ask: *cultivate* what? Answer: *hemp.*

c. The people have reelected Mr. Wilson.
Ask: *have reelected* whom? Answer: *Mr. Wilson.*

d. Copy this page carefully.
Ask: *copy* what? Answer: *page.*

e. Should we copy it now?
Ask: *should copy* what? Answer: *it.*

Note that *raised, cultivate, have reelected, copy, should copy,* are the verbs.

Note that *grain, hemp, Mr. Wilson, page, it,* are the answers when you use the verb and ask the question *what* or *whom.*

Note that these answer words are the end, or *object,* of what the verb does.

The word that answers the question asked by the verb when followed by *what* or *whom,* is called the *object word.*

A. Name the object word:

1. General Grant captured Fort Donelson.
2. We bought the Louisiana country.
3. Father Marquette explored the Mississippi River.
4. Do you know that story?
5. Cartier discovered the beautiful St. Lawrence.
6. He also explored Mt. Royal.
7. The French claimed the New World.
8. The Indians raised many Newfoundland dogs.

9. The Canadian governor does not govern Newfoundland.
10. Newfoundland has its own governor.
11. The English King appoints the governor.
12. Who discovered Newfoundland?
13. Have you read the Cabots' story?
14. The Canadian population includes several races.
15. Eskimos inhabit northern Canada.
16. Germany has lost all her colonies.

VERBAL ANALYSIS

B. Analyze verbally:

Example:

New Zealand contains many wonderful springs.

I. *New Zealand contains many wonderful springs.*
II. Declarative sentence.
III. Entire subject: *New Zealand.*
IV. Entire predicate: *contains many wonderful springs.*
V. Subject word: *New Zealand.*
VI. Predicate verb: *contains.*
VII. Object word: *springs.*

17. This ring contains a rare jasper stone.
18. Send the telegram immediately.
19. Who brought these beautiful flowers?

20. Samuel de Champlain founded Quebec.
21. Cyrus Field laid the first successful ocean cable.
22. The Dardanelles guard the Turkish capital.

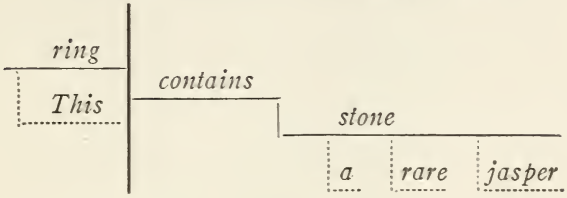
23. Allenby's British army captured Jerusalem.
24. The Soviet Ark deported three hundred Russians.
25. Never disgrace your beautiful flag.
26. Who founded this great government?

GRAPHIC ANALYSIS

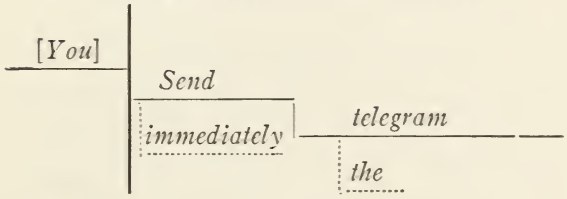
C. Analyze graphically:

Examples:

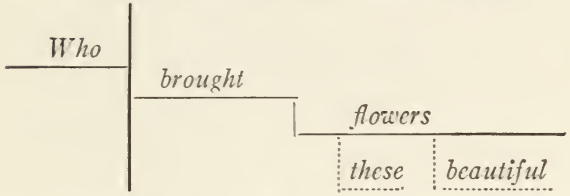
This ring contains a rare jasper stone.



Send the telegram immediately.



Who brought these beautiful flowers?



(*Note* that the object word is written on a line one step lower than the predicate verb.)

27. Cortez conquered Mexico.
28. California yields precious metals.
29. Aldermen make city laws.
30. The English took New Amsterdam.
31. Volcanoes spout lava.
32. Canada owns the Welland Canal.
33. An earthquake destroyed Lisbon.
34. Alexander Bell invented the telephone.
35. Big trees bear small fruits.

D. Each underscored word is a subject word. Name its predicate verb.

(See picture on opposite page.)

Mt. Rainier, which rises to a height of almost fifteen thousand feet, is beset with peril for the most daring mountain climber. It has many dangerous ice cracks. As Mt. Rainier is a volcano, and though it has not been active in two hundred years, it is known to have occasional minor eruptions that have broken up its side and have made deep jagged rents. For a mountaineer to slip into such a crack might not be a dangerous experience; but if the crevasse happens to be from fifty to a hundred feet deep, it is a different story. Mountain climbers are equipped with Alpine ropes, the cordage of which is almost as strong as steel. If a climber should lose his footing on the edge of a hundred foot chasm he need be none the worse. His companions would merely reinforce their own foothold by striking those long sticks, or alpinestocks, well into the ice, then pull him up again to safety. But walls of ice are deceiving; a misstep is made in the twinkling of an eye, and the rope is apt to be cut on the jagged fissures, hence a fall on Mt. Rainier is in nearly every instance fatal.

SUPPLEMENTARY

E. Replace the dash with a proper subject word:

36. The _____ prints newspapers.
37. The _____ warms the plants.
38. _____ yields coal and iron.
39. The _____ steers the boat.
40. The _____ drives the engine.
41. The _____ pulls the train.
42. The _____ heats this school.
43. The _____ tells the temperature.
44. The _____ predicts the weather.
45. The _____ gives the news.
46. _____ illuminates our streets.
47. The _____ governs our city.

F. Replace the dash with a proper predicate verb:

48. Noises _____ sick people.
49. An iceberg _____ the *Titanic*.
50. The truck _____ freight.
51. The glazier _____ glass.
52. Morse _____ the telegraph.
53. Balboa _____ the Pacific.
54. Newark _____ leather.
55. Ranchmen _____ cattle.



56. The Northwest _____ much grain.
57. The Southerners _____ cotton and sugar.
58. The highway department _____ the streets.
59. Congress at Washington _____ the national laws.

G. Replace the dash with the proper object word:

60. Every state makes its _____.
61. The government punishes _____.
62. A squall upset the _____.
63. All robins like _____.
64. Large fish often devour little _____.
65. The sun-dial tells the _____.
66. The jeweller sets precious _____.
67. The cabinetmaker repairs _____.
68. The plumber mends the _____.
69. The carpenter builds _____.
70. The farmer tills the _____.
71. The gardener raises _____.

H. Analyze both verbally and graphically the sentences you constructed in Exercises E, F, and G.

(80) Topic 30. THE VERB: Being. (112)

Observe:

a. Harry told a lie.
b. Harry never told a lie.
c. Everybody loved him.
d. He did his work well.
e. He is not honest.
f. He was always honest.
g. He seemed very popular.
h. He became a great man.

Note that the verbs in the first column are *action* verbs because they denote something done by the subject.

Note that *is*, *was*, *seemed*, *became* are verbs, because the predicate cannot get along without them. But they are not action verbs, since there is no action done by the subject. They show their subjects as being something, either now, or some time past, or some time to come. Such verbs are *being* verbs.

A. Name the verb, and tell whether it is an *action* or a *being* verb:

1. General Scott defeated the Mexicans.
2. John Adams was our second president.
3. The French are a polite people.
4. European peasants use turf fuel.
5. Mexican onyx resembles marble.
6. The coyote is the wolf of the West.
7. Mice have destroyed whole fields of grain.
8. Moths injure clothing and grain.
9. Apple-blossoms are fragrant flowers.
10. Some buds become delicious fruits.
11. Rivers and brooks drain the land.
12. The Incas were a skilful Indian race.
13. We export cotton, tobacco, and beef.
14. Peas of the same pod look alike.
15. We shall be your devoted friends.
16. We shall stand together.
17. Can you come to-morrow?
18. The snow is melting rapidly.
19. The winds are sharp and cold.
20. The train rushes on in the night.

B. Replace the dash with a *being* verb:

21. Honey _____ sweet.
22. Peter _____ not well last term.
23. He has not _____ ill so far this term.
24. Let us hope he will not _____ sick any more.
25. Charles may _____ sick but he does not _____ it.
26. Frank _____ bright.
27. He _____ it, too.
28. In his boyhood, Lincoln _____ a poor boy.
29. He _____ a lawyer in time.
30. Finally he _____ president of the United States.
31. He may well _____ a model for every boy.

SUPPLEMENTARY

C. Replace the dash with a verb, *action* or *being*, as indicated:

32. Mr. Case _____ (*action*) the shingles from the roof.
33. Two carpenters _____ (*action*) him in the job.
34. The latter _____ (*being*) anxious to finish it fast.
35. A company of troops _____ (*action*) to the border.

36. The company _____ (*being*) in very fine condition.
37. A fire _____ (*action*) Chicago in 1871.
38. Canned apples _____ (*being*) flat to me.
39. I have _____ (*action*) them many times.

40. The traveller _____ (*action*) into my suitcase suspiciously.
41. He said it _____ (*being*) exactly like his.
42. In due time the pupa _____ (*being*) a butterfly.
43. We _____ (*action*) in time to see the change.

Topic 31. THE PREDICATE NOMINATIVE.

Observe:

a. The lizard eats grubs.
b. Smith raised cabbages.
c. The boys will visit him.

Note that each verb has an object word.

Note that each verb is an action verb.

Not all action verbs have object words; but *only* action verbs have object words.

Observe:

d. The lizard is a reptile.
e. Smith was a farmer.
f. The boys will be soldiers.

Note that each verb is a being verb.

Note that the nouns *reptile, farmer, soldiers* have the same position in the sentence as the object words in *a*, *b*, and *c*. But they do not receive an action expressed by the verb; therefore they are not object words. The noun *reptile* is another name for the subject *lizard;* the noun *farmer* is another name for the subject *Smith;* the noun *soldiers* is another name for the subject *boys*. In each case the word in the entire predicate *renames* the subject. It is called the *predicate nominative.*

When a noun in a predicate having a *being* verb is used to rename the subject word it is called the *predicate nominative.*

A. Name the predicate nominative:

1. The potato is a tuber.
2. I am an American citizen.
3. Diaz was a Mexican ruler.
4. John is your brother.
5. Charles may be a good salesman.
6. The mustard-seed becomes a tree.
7. "Old Hickory" was Jackson's nickname.
8. These boys have been my pupils.
9. Shall we be playmates?
10. Be my partner.
11. Will next year be a leap-year?
12. Florence has always been my friend.
13. Is the pumpkin a squash?
14. All two-footed animals are bipeds.
15. John Smith was the first president of the Virginia colony.
16. Some of the colonists were shiftless people.
17. The Indians and the settlers became bitter enemies.
18. Penn and the Indians were always friends.
19. Philadelphia was once the capital of the United States.
20. Since 1800 Washington has been the capital of the United States.

VERBAL ANALYSIS

B. Analyze verbally the first fourteen sentences in Exercise A:

Example:

The lizard is a reptile.

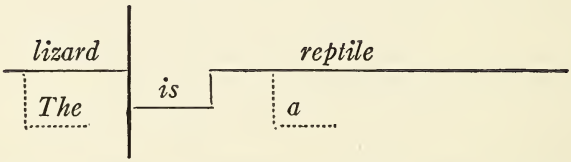
I. *The lizard is a reptile.*
II. Declarative sentence.
III. Entire subject: *The lizard.*
IV. Entire predicate: *is a reptile.*
V. Subject word: *lizard.*
VI. Predicate verb: *is.*
VII. Predicate nominative: *reptile.*

GRAPHIC ANALYSIS

C. Analyze graphically the first fourteen sentences in Exercise A:

Example:

The lizard is a reptile.



(*Note* that the predicate nominative, because it renames the subject word, is placed on the same level with it.)

SUPPLEMENTARY

D. Name the action verb and its object:

21. Captain John Smith governed his colony wisely.
22. Pocahontas at one time saved his life.
23. The settlers cleared the woods and planted the fields.

24. Soon another boat brought more men from England.
25. But the malaria soon killed many of them.
26. Lord Delaware saved this colony from starvation.

27. In time the colonists established their own government.
28. In 1619 a Dutch ship brought twenty African slaves.
29. These negro slaves cultivated the soil.
30. The planters shipped their tobacco to Europe.

E. Name the being verb and its predicate nominative:

31. The poor negroes were really harmless fellows.
32. Their chief fresh food was turkey, venison, and fish.
33. The Iroquois Indians remained bitter enemies.
34. Charles II was a debtor of the Penn family.
35. Philadelphia is the Greek for "brotherly love."

36. New Amsterdam became an English colony.
37. New York city was once New Amsterdam.
38. Brooklyn means "little bridges."
39. Brooklyn is a part of New York city.
40. Chicago is the second largest city in America.

F. Distinguish the predicate nominative from the object:

41. The blockhouses protected the settlers from the Indians.
42. The palisades shielded the whole village.
43. Opekankano became Indian chief in 1618.
44. He was a sworn enemy of John Smith.
45. His followers killed several hundred settlers.

46. Sir Thomas Dale governed the colony for a while.
47. He was a stern but just ruler.
48. The next emigrants were a worthless set.
49. Sir Dale punished them without mercy.
50. Ducks, geese, and swans were dainty food at first.

(81) Topic 32. THE PREDICATE ADJECTIVE. (134)

Observe:

a. Elms are trees.
b. Elms are tall.
c. Donald is a student.
d. Donald is studious.
e. Arnold was a traitor.
f. Arnold was treacherous.
g. Jane is a bright pupil.
h. Jane is bright.

Note that *trees*, *student*, *traitor*, and *pupil* are predicate nominatives, that is, they are nouns in the predicate that rename the subject word.

Note that *tall*, *studious*, *treacherous*, and *bright* are found in the predicate, like predicate nominatives, and that they follow a being verb. But they are not nouns; and they do not rename the subjects *Elms*, *Donald*, *Arnold*, and *Jane*. They are *adjectives* and describe the subjects.

An adjective that follows a being verb and describes the subject word is called a *predicate adjective*.

A. Name the predicate adjective:

1. The prisoner was sad.
2. The sky looked gloomy.
3. The children were happy.
4. The weather remained cold.
5. The ocean seems bottomless.
6. The sky appears boundless.
7. Honey tastes very sweet.
8. The night felt raw.
9. Martha has been quite sick.
10. This poplar will soon be tall.

VERBAL ANALYSIS

B. Analyze verbally the sentences in Exercise A:

Example:

These elms are quite tall.

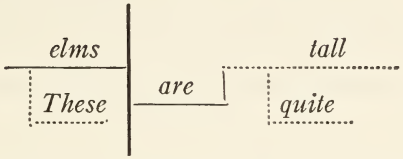
I. *These elms are quite tall.*
II. Declarative sentence.
III. Entire subject: *These elms.*
IV. Entire predicate: *are quite tall.*
V. Subject word: *elms.*
VI. Predicate verb: *are.*
VII. Predicate adjective: *tall.*

GRAPHIC ANALYSIS

C. Analyze graphically the sentences in Exercise A:

Example:

These elms are quite tall.



(*Note* that the predicate adjective, like the predicate nominative, is on a level with the subject, but, being an adjective, it is on a dotted line.)

D. Tell which the predicate contains—a predicate nominative or a predicate adjective:

11. Pippins are small apples.
12. Pippins are very sweet.
13. Billows are big waves.
14. Billows may be very dangerous.
15. Hills may become mountains.
16. Hills may become quite high.
17. These potatoes have turned green.
18. The best potatoes are mealy.
19. Coke was once coal.
20. Coke is quite cheap.
21. Drinking-water should be clean and cold.
22. The desert is a lonely barren spot.
23. The desert is lonely and barren.
24. Mr. Colombo's farm looks really beautiful.
25. Some people seem unreasonable.

SUPPLEMENTARY

E. Name the predicate verb and tell which it has—an object word, a predicate nominative, or a predicate adjective:

26. A blizzard is a very violent storm.
27. A blizzard is usually very destructive.
28. A blizzard stopped all our surface traffic.
29. This summer has been very pleasant so far.

30. This summer has brought much happiness to me.
31. This summer has been a mild season so far.
32. California grapes and oranges taste sweet.
33. Your company have tasted them many times.

34. These fish-cakes taste sharp and salty.
35. Old Dobbin looked sick and weather-beaten.
36. Swift motion has turned my stomach.
37. My blue suit has turned purple.

38. Are you his friend?
39. Copy this proverb.
40. Do you like herring?
41. Watch your step.
42. You were impatient.
43. Be reasonable.
44. That is dew.
45. Observe it.
46. Do your work.
47. Stand!
48. Straighten yourselves.
49. I am now tired.

F. The underscored verb has an object word, a predicate nominative, or a predicate adjective; tell which it is:

Reading, Pa., April 23, 1921

Dear Cousin Elizabeth,

The circus is in town, and will be here all week. I know you have never seen it. Mother suggests that I send you word at once and invite you to come. Write a letter immediately as to what train you will take and I shall meet you at the depot.

I hope my little cousins are well and just as happy as ever.

Father and mother send love to all.

I am your affectionate cousin,

Jane

Topic 33. MODIFIERS. (100)

Observe:

a. Tanners make leather.

b. Grass smells sweet.

c. Harry became chairman.

d. Your American tanners usually make the best leather.

e. The autumn meadow grass always smells very sweet.

f. My cousin Harry then became our first chairman.

Note that subject words, predicate verbs, object words, predicate nominatives, and predicate adjectives may be unaccompanied by other words, as in *a*, *b*, and *c*.

Note that subject words, predicate verbs, object words, predicate nominatives, and predicate adjectives may be accompanied by other words, either to make the sense clearer or the meaning fuller, as in sentences *d*, *e*, and *f*. Thus *Your* and *American* go with *tanners;* they tell *what* tanners. *Usually* goes with *make;* it tells in a general way *when*. *The* and *best* go with *leather;* they tell *which* or *what* kind. The same may be seen in sentences *e* and *f*.

A word that adds to the meaning of another word or makes the sense clearer is called a *modifier* of the other word.

A. Replace the dashes with appropriate modifiers:

1. The Indian woman gathered _____ fuel, lighted _____ fires, cooked _____ food, and made the _____ clothing and most of the articles used in the household.
2. She _____ cultivated the patches of corn, melons, beans, squashes, pumpkins, and vegetables.
3. Her _____ duty, however, was to care for _____ children.
4. The mother would carry _____ papoose on _____ back when she was travelling, and _____ while at work she would fasten _____ cradle-board to a _____ tree.

5. A _____ part of men's work was to make war on _____ enemies.
6. In getting ready, the war-dance was _____ _____ ceremony.
7. For this the braves _____ decorated _____ bodies, and formed in a circle about a _____ post driven into _____ ground.
8. Then at _____ signal they danced in _____ _____ frenzy round and round while _____ boys and squaws beat time on _____ drums.
9. The war-dance was a good start off for _____ trail which they followed _____ through _____ forest in _____ file.
10. They would creep upon _____ enemies and _____ surprise them.

VERBAL ANALYSIS

B. Analyze verbally:

Example:

Several little robins chirped a cheerful song.

I. *Several little robins chirped a cheerful song.*
II. Declarative sentence.
III. Entire subject: *Several little robins.*
IV. Entire predicate: *chirped a cheerful song.*
V. Subject word: *robins.*
VI. Predicate verb: *chirped.*
VII. Object word: *song.*
VIII. Subject word modified by: *several, little.*
IX. Predicate verb unmodified.
X. Object word modified by: *a, cheerful.*

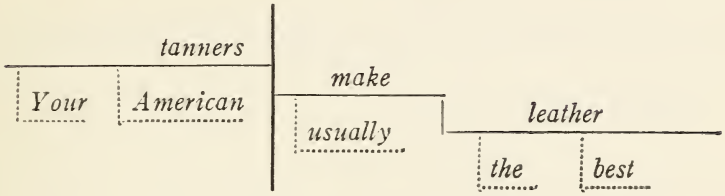
11. Fifty ships had stormed the fort.
12. It finally surrendered.
13. Every man became a citizen.
14. We have a long coast-line.
15. Irregular coast-lines make good harbors.
16. The Atlantic coast is very irregular.
17. The Pacific coast is quite regular.
18. Foreign countries buy our surplus goods.
19. We import foreign goods.

GRAPHIC ANALYSIS

C. Analyze graphically:

Example:

Your American tanners usually make the best leather



20. Some exports bring good prices.
21. Good business must have a good commerce
22. An engineer built the Canal.
23. An American engineer built the Canal.
24. A clever American engineer built the Canal.
25. A clever American engineer built the famous Canal.
26. A clever American engineer finally built the famous Canal.

SUPPLEMENTARY

D. Analyze verbally and graphically:

27. The government mints its own coins.
28. The ship's stoker feeds the fires.
29. The frost killed the buds.
30. Locusts choked the Western plains.
31. Heavy clouds usually furnish heavy rains.
32. A tent-caterpillar destroyed our mulberries.
33. Rubies are precious stones.
34. The soil often needs fertilizer.
35. Graphite is a mineral substance.
36. My pencil contains graphite.
37. Always speak the truth.

Topic 34. THE ADVERB: As Modifier of a Verb. (103)

Observe:

a. The pupil writes his lessons carefully, correctly, well.
b. The pupil writes his lessons to-morrow, daily, always.
c. The pupil writes his name here, somewhere, above.
d. The pupil is now there.

Note that the underscored words all serve to modify the meaning of the verb (*writes* in sentences *a*, *b*, *c*; *is* in sentence *d*).

A word that modifies the meaning of a verb is an *adverb*.

Note that in *a*, *carefully*, *correctly*, *well* show *how* the action (of writing) is done. **Note** that in *b*, *to-morrow*, *daily*, *always* show *when* the action is done. **Note** that in *c*, *here*, *somewhere*, *above* show *where* the action is done.

Note that in *d*, *there*, *now* are adverbs that show *where* and *when*, but in this case modify a *being* verb.

Adverbs show *how*, *when*, or *where*.

A. Tell which the underscored adverb answers to—*when*, *where*, or *how;* and tell the verb it modifies:

1. Go to bed early.
2. We arrived late.
3. Why were you there?
4. We should speak softly.
5. You should bathe frequently.
6. The deer runs fleetly.
7. The lark sings sweetly.
8. The thunder rolls terribly.
9. The wind blows frightfully.
10. Does the clock tick regularly?
11. Is your book anywhere?
12. Will you go to-morrow?
13. I have never seen him.
14. Is the roof above?
15. We arrived early.
16. Cut this lengthwise.
17. My teacher will go abroad.
18. You have met him twice.
19. Is your friend here?
20. Are you going far?
21. Take one step forward.
22. Mother was much grieved.
23. Were you kindly received?
24. I really thought so.

25. George passed up and down.
26. You will fall down headlong.
27. The boat sails south.
28. Your exercise is well done.
29. My work is nearly finished.
30. Albert usually passes here.
31. I don't exactly remember.
32. The stars always twinkle.
33. Don't stop, go ahead.
34. Mark will be here presently.

SUPPLEMENTARY

B. Tell which the underscored adverbs answer—*how*, *when*, or *where:*

35. always promoted
36. decently dressed
37. nowhere found
38. usually early
39. dangerously sick
40. captured twice
41. called above
42. run ahead
43. arrived already
44. strongly fortified
45. never tattled
46. often remembered
47. well educated
48. busily engaged
49. prettily decorated
50. promptly dismissed
51. poorly clad
52. awfully frightened
53. departed early
54. visited seldom
55. Look up.
56. Rise now.
57. Stand straight.
58. Come here.
59. Sit tall.
60. Play after.
61. Go ahead.
62. Step inside.
63. Alight slowly.
64. Exercise frequently.

C. Construct sentences using the expressions in Exercise C.

D. Replace the dashes with other adverbs that would make suitable answers to the questions given:

65. *How* may the choir sing?
The choir may sing *sweetly, slowly, fast,* _____, _____, _____.
66. *When* may the choir sing?
The choir may sing *often, occasionally, frequently,* _____, _____.
67. *Where* may the choir sing?
The choir may sing *here, up-stairs, anywhere,* _____, _____, _____.

68. *How* may ships sail?
Ships may sail *roughly, smoothly,* ____, ____, ____, ____.
69. *Where* may ships sail?
Ships may sail *everywhere, forward,* ____, ____, ____, ____.
70. *When* may ships sail?
Ships may sail *immediately, hereafter,* ____, ____, ____.

71. *How* may the tradesmen sell?
The tradesmen may sell *cheaply, honestly,* ____, ____, ____.
72. *When* may the tradesmen sell?
The tradesmen may sell *often, soon,* ____, ____, ____, ____.
73. *Where* may the tradesmen sell?
The tradesmen may sell *anywhere, below,* ____, ____, ____.

74. *How* should children exercise?
Children should exercise *cheerfully, vigorously,* ____, ____.
75. *When* should children exercise?
Children should exercise *daily, regularly,* ____, ____.

E. Tell what question the underscored adverb answers and the verb it modifies:

"Not a cloud was now in the sky, and the wind was deadly still. The sun came and gently touched the plains and hilltops with the light that makes all things glad. Here and there a jack-rabbit scurried away, often followed by a pack of dogs, and sometimes though not often, they were overtaken and cruelly devoured on the spot. Bands of graceful antelopes bounded out of our way, stopping on a knoll, eagerly watching the strange procession with wondering eyes, and once we saw a dust-cloud raised by a slowly moving herd of buffalo, in the distance.

So the day wore on, the scene constantly changing as we travelled. Wolves and coyotes looked at us savagely from almost every knoll and hilltop; and sage-hens sneaked to cover among the sage-brush, scarcely ten feet away from our ponies."

(96) Topic 35. THE ADVERB: As Modifier of an Adjective. (105)

Observe:

a. The Andes and the Rockies are high mountains.

b. The Andes and the Rockies are very high mountains.

Note that *high* is an adjective describing mountains.

Note that *very*, sentence *b*, tells something about *how* high these mountains are. There is a difference between mountains that are *high* and those that are *very high.* The difference is suggested in the use of *very;* in other words, *very* modifies the meaning of the adjective *high.*

A word that modifies the meaning of an adjective is an *adverb.*

A. Distinguish the adjective and the adverb modifying it:

1. This is really too much money.
2. That walk was rather long.
3. Your answer is entirely satisfactory.
4. The sky may be ever so black.
5. Cousin Ruth is somewhat better.
6. Your friends are quite welcome.
7. My grandfather was dangerously sick.
8. A pilot cannot be too atchful.
9. That story may be perfectly true.
10. Our entertainment was exceptionally fine.

B. Name an adverb of opposite meaning:

Example:

gayly *sadly*

11. slowly	14. after	17. fast	20. early	23. falsely
12. softly	15. above	18. far	21. wisely	24. backward
13. gently	16. always	19. first	22. badly	25. everywhere

26. rarely	29. within	32. down	35. scarcely	38. heavily
27. kindly	30. upward	33. least	36. together	39. carefully
28. warmly	31. wholly	34. most	37. quickly	40. frequently

VERBAL ANALYSIS

C. Analyze verbally:

Example:

This is really too much money.

I. *This is really too much money.*
II. Declarative sentence.
III. Entire subject: *This.*
IV. Entire predicate: *is really too much money.*
V. Subject word: *This.*
VI. Predicate verb: *is.*
VII. Predicate nominative: *money.*
VIII. Subject word unmodified.
IX. Predicate verb modified by: *really.*
X. Predicate nominative modified by: *much.*
XI. Adjective *much* modified by: *too.*

41. The Congressional Library is a very beautiful structure.
42. Carrier-pigeons brought the most welcome news.
43. Mt. Everest is an exceedingly high mountain.
44. Who is really your very best friend?
45. That is a highly disrespectful answer.

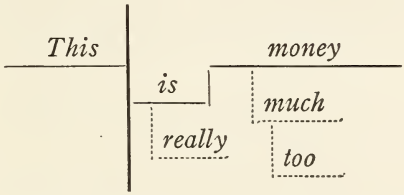
46. Was not your adventure rather foolhardy?
47. Hire the least expensive rowboat.
48. The Sunset Limited is an unusually fast train.
49. Living expenses are now too high.
50. Almost every man there spoke two languages.

GRAPHIC ANALYSIS

D. Analyze graphically the sentences in Exercise C:

Example:

This is really too much money.



(*Note* that the adverb modifier, *too*, like the adjective modifier, is written on dotted lines one space below the word it modifies.)

(103) Topic 36. THE ADVERB: As Modifier of an Adverb. (110)

Observe:

a. In tropical lands it rains often.

b. In tropical lands it rains very often.

Note that *often* modifies the verb *rains*. (Question: rains *when?* Answer: rains *often*.) It is an adverb.

Note that *very*, sentence *b*, tells something about *how* often it rains. There is a difference between *it rains often* and *it rains very often*. The difference is caused by the use of *very*. (Question: *how* often? Answer: *very* often.) In other words, *very* modifies the adverb *often*.

A word that modifies the meaning of an adverb is an *adverb*.

DEFINITION: A word is an adverb when it modifies the meaning of a verb, an adjective, or another adverb.

A. Distinguish the adverbs and tell whether they answer to *when*, *where*, or *how* :

1. Are you going very far?
2. My boat sails directly south.
3. I am very gratefully yours.
4. The little one spoke pretty intelligently.
5. The audience listened rather attentively.
6. The lecturer spoke entirely too fast.
7. Do not judge so rashly.
8. We visited the springs quite frequently.
9. The choir sang unusually well.
10. The class faced completely about.

B. Replace the dash with an appropriate adverb:

11. It has rained _____ often.
12. You must not go _____ soon.
13. I was _____ discouraged.
14. Don't venture _____ far.
15. _____ tell a falsehood.
16. You have spoken _____.
17. Pronounce your words _____.
18. Read _____ and _____.
19. This machine travels _____.
20. No machine travels _____.
21. The tide moves _____ and _____.
22. _____ begin is _____ done.
23. Cooper is _____ honored here.
24. This soldier was _____ wounded.
25. My boys were _____ frightened.
26. Have you _____ seen an owl?
27. I have _____ seen a wireless.
28. Do your work _____.
29. The house was _____ inspected.
30. You are _____ hasty.
31. You are _____ too hasty.
32. Stand _____ and _____.
33. Meats were _____ stored.
34. Gifts will be _____ received.

VERBAL ANALYSIS

C. Analyze verbally:

Example: Do not judge so rashly.

I. *Do not judge so rashly.*
II. Imperative sentence.
III. Entire subject: *You*, understood.
IV. Entire predicate: *Do not judge so rashly.*
V. Subject word: *You*, understood.
VI. Predicate verb: *do judge.*
VII. Predicate verb modified by: *not, rashly.*
VIII. Adverb *rashly* modified by: *so.*

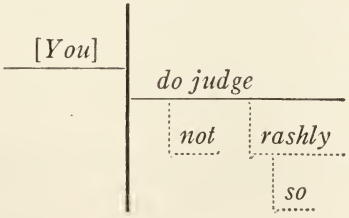
35. The north winds howled most frightfully.
36. Uncle Sam's fleet sailed away rather unexpectedly.
37. You have fed your pups too lavishly.
38. Richard's conduct has always been highly satisfactory.
39. Hereafter, pull the bell more gently.

40. Who has ever succeeded so perfectly?
41. Mr. Brown has paid his bills more promptly.
42. Our patient appeared less flushed to-day.
43. Yesterday he had very high temperature.
44. His folks seem much happier now.

GRAPHIC ANALYSIS

D. Analyze graphically the sentences in Exercise C:

Example: Do not judge so rashly.



SUPPLEMENTARY

E. Analyze verbally and graphically:

45. I have attended school most regularly.
46. Outdoor skating is very healthful exercise.
47. Persimmons are excessively sweet.
48. Canoeing may be a highly dangerous pastime.
49. Animals always shun the deadly nightshade.
50. Always conduct yourselves honorably.
51. Has the company started away so early?
52. This is our much esteemed friend.
53. What is the very latest news?
54. The tourists reached the station too late.

Topic 37. THE QUOTATION: Formal and Informal.

Observe:

a. "They who would thrive must rise at five," says Poor Richard.
b. Poor Richard says that they who would thrive must rise at five.

Note that *a* follows Punctuation Rule 5, by enclosing between quotation-marks the words given exactly as *Poor Richard* says them. This is *formal quotation.*

Note that *b* makes the same statement without using the quotation-marks. This is *informal quotation.*

A. Change the statement from informal to formal quotation:

Example:

An old French proverb says that to be truly honored we must be truly good.

An old French proverb says: "To be truly honored we must be truly good." or,

"To be truly honored we must be truly good," says an old French proverb. or,

"To be truly honored," says an old French proverb, "we must be truly good."

1. Our teacher used to say that life is what we make it.
2. Chesterfield says that good manners are made up of little sacrifices.
3. Farmer Jones writes that when the beaver begins to build his dam you may prepare for winter.
4. An old proverb says that money makes friends, but that misery tries them.
5. A great writer said that straw swims upon the surface, but pearls lie at the bottom.
6. A famous physician says that to be well in mind and body you must be temperate.

B. Change the statement from formal to informal quotation:

Example:

"Don't run after two hares at once," says an old adage.

An old adage says that you should not run after two hares at once.

7. "Be quick to hear but slow to speak," is the advice of Shakespeare.
8. "Children and fools should beware of edged tools," is the caution of an old proverb.
9. Cowley writes: "Happy art thou whom God does bless."
10. "Every day of your life is a leaf in your history," was a frequent expression of a famous preacher.
11. To the indolent and the weak-hearted Franklin used to say: "No pains, no gains."
12. "As the tree inclines," says the great à Kempis, "so will it fall."
13. Aunt Dora was wont to say: "People living in glass houses should not throw stones."
14. "The eye troubled by anger," says St. Bernard, "sees not straight."
15. Who said: "You are like the company you keep"?
16. "Don't look a gift-horse in the mouth," said Sarah to Jane.
17. Mr. Brown repeated: "If you wish to be a real free man, make no foolish debts."
18. "Petrels foretell storms," remarked the pilot to the crew.

Topic 38. NOUNS, VERBS, ADJECTIVES, PRONOUNS, and PREPOSITIONS.

A. The underscored words are nouns, verbs, adjectives, pronouns, and prepositions. Distinguish them.

(See picture on opposite page.)

The Last Word of Tobias to His Son

Among the many thousands who lingered in the Jewish captivity was a God-fearing man named Tobias. From his youth this man kept the commandments, and avoided the society of the wicked. He spent much of his time in consoling his fellow captives, and, by his charities, helping to relieve their wants. To feed the hungry, to clothe the naked, and in the night to bury the dead was his constant care. It was after one of these errands of mercy one night that he accidentally lost the sight of both eyes. But he bore his new affliction with utmost patience.

Grown old, and feeling that he had not many days to live, he called his son, young Tobias, to him that he might give him some advice.

"When I die," said he, "fail not to bury me. Honor thy mother, nor forget what she suffered for thee. When she dies, bury her by my side. Fear God, and never sin; keep pride from your heart, and seek the counsel of the wise man. Do unto another what you would wish him to do to you. Give alms according to your means; if you have much, give much; if little, give little; but give with a good heart. We are poor, it is true; but if we fear God and avoid sin we shall receive much."

When young Tobias heard his good old father speak in this manner he fell upon his knees and, weeping, promised to do all he had been commanded to do.

B. Write the underscored words in Exercise A in columns headed respectively *nouns*, *verbs*, *adjectives*, *pronouns*, and *prepositions*.



(88) Topic 39. THE VERB: The Auxiliary. (115)

Observe:

a. The wolf devours its prey.
b. The wolf is devouring its prey.
c. The wolf was devouring its prey.

Note that in all sentences the same verb *devour* is used.

Note that in *a*, it is not clear as to whether the action of *devours* is something that continues or not. But in *b* and *c*, with the suffix *ing*, the verb does make it clear that the action is a continuing one.

Note that in *b*, *is* helps the verb by showing that the *devouring* is taking place now; that is, in the present.

Note that in *c*, *was* helps the verb by showing that the *devouring* was taking place in the past.

Observe:

d. The wolf devoured its prey.
e. The wolf did devour its prey.

Note that in *d*, with the suffix *ed*, the verb shows that the action is finished. The *devouring* took place in the past.

Note that in *e*, the same thought is expressed by the help of the word *did*.

Observe:

f. The wolf has devoured its prey.
g. The wolf had devoured its prey before we came.

Note that in both sentences *devoured* shows that the action is finished.

Note that in *f*, *has* helps *devour* by showing that the time when the action is finished is still in the present.

Note that in *g*, *had* helps *devour* by showing that the time when the action is finished was in the past—that is, *before we came.*

Note that *is*, *was*, *did*, *has*, and *had* are all verbs, but that here they all *help* the verb *devour.* They are called *auxiliary* verbs.

A. Change the meaning of the sentence by using the various auxiliaries, *is*, *are*, *do*, *does*, *was*, *were*, *did*, *has*, *have*, *will :*

Example:

The thermometer measures the heat.

The thermometer is measuring the heat.
The thermometer does measure the heat.
The thermometer did measure the heat.
The thermometer measured the heat.
The thermometer has measured the heat.
The thermometer had measured the heat.
The thermometer will measure the heat.

1. The sun rises in the east.
2. Coyotes live on the prairies.
3. Our canary-bird takes its daily bath.
4. Most of our coffee comes from Brazil.
5. We see snow on the Alps in summer.
6. In the woods you hear your voice's echo.
7. Wood-ashes make good fertilizer.
8. Usually the east wind brings us rain.
9. Swallows go south before the winter.
10. Fish approach the shores in spring.

B. Name the verb and the auxiliary:

11. King Albert has visited the White House twice.
12. He had seen New York city some time before.
13. The government had planned to work the mines.
14. A committee is examining the strikers' demands.
15. Everywhere the laborer is asking for higher wages.

16. A daring aviator was fast losing himself in the Rockies.
17. His brother has not heard from him in a month.
18. He was continually inquiring at headquarters for news.
19. Mrs. Sage has already given millions for education.
20. The Rockefellers have given even more for the same cause.

SUPPLEMENTARY

C. Name the auxiliary:

21. Patriotic people are warning us against Bolshevism.
22. In Russia the Reds were encouraging anarchy.
23. Have you ever seen pictures of riots?
24. Has not that picture shocked your very soul?
25. Did you not see the fiendish eyes of the people?

26. What are the generals of our army doing?
27. What military-training program does Pershing want?
28. Were you cheering for the Annapolis team?
29. And did you cheer with all your might?
30. Does your school support athletic games?

D. Reconstruct the sentence, using an auxiliary:

31. The nightingale sings a pretty song.
32. My father's regiment leaves for the front.
33. The thoughtful squirrel saves its food.
34. The wild fire ruined a block of houses.
35. A school of sharks appears regularly here.

36. I missed my boating this summer.
37. Our orchard bears a plentiful crop.
38. Sometimes rats infest the docks.
39. Often an early fall brings an early winter.
40. The rings in its stem tell the age of the tree.

(112) Topic 40. THE VERB: *May* and *Can* (122)

Observe:

a. Gladys can play the organ.

b. Gladys may play the organ.

Note that these two sentences do not mean the same.

Sentence *a* means that Gladys *is able* to play the organ.

Sentence *b* means that Gladys *is allowed* to play the organ.

The difference between the sentences is due to the difference between *can* and *may*.

Can means the power or ability to do.

May means the liberty or permission to do.

A. Replace the dash with *may* or *can*, as the sense requires:

1. I _____ see the sun but I _____ not see what is in it.
2. A blind man _____ not see the sun no matter how much he _____ try.
3. Frank _____ read this problem ever so often but that does not say he _____ do it.
4. A policeman _____ call upon any citizen for assistance in the discharge of his duty, and that citizen _____ not refuse.
5. George, if you _____ be back before dark you _____ go.
6. Amphibious animals _____ live on land and in the water but they _____ not live very long in either one.
7. A plane _____ ascend ten miles but no man _____ live in that height.
8. A whale _____ be larger than a shark, but it _____ not swallow big prey.
9. It is true that a person _____ often buy more quickly than he _____ sell.
10. _____ I read your book when you have finished it?
11. Louis, you _____ chin the bar six times, if you _____.
12. A good automobile _____ travel a mile a minute, but it _____ not do so within the city limit.

(60) Topic 41. THE PRONOUN: Singular and Plural. (126)

Observe:

a. *I am fond of olives.*
b. *We are fond of olives.*

c. *My teacher enjoys sleigh-riding.*
d. *Our teacher enjoys sleigh-riding.*

e. *Roy showed me the Mammoth Cave.*
f. *Roy showed us the Mammoth Cave.*

g. *Is your brother a Boy Scout? He is.*
h. *Are your brothers Boy Scouts? They are.*

i. *Here is his uniform.*
j. *Here are their uniforms.*

k. *I am sure that belongs to him.*
l. *I am sure those belong to them.*

m. *Is your sister a typist? She is.*
n. *Are your sisters typists? They are.*

o. *Her office is on the second floor.*
p. *Their office is on the second floor.*

q. *It is a flounder. I caught it.*
r. *They are flounders. I caught them.*

s. *Our collie sheds its coat in June.*
t. *Our collies shed their coats in June.*

u. *Is this not the prettiest house here?*
v. *Are these not the prettiest houses here?*

w. *That is not the violin I used.*
x. *Those are not the violins I used.*

Note that the underscored words are pronouns.

Note that *I*, *my*, *me*, *he*, *his*, *him*, *she*, *her*, *it*, *its*, *this*, *that*, each refers to only one person or thing. They are *singular* number.

Note that *we*, *our*, *us*, *they*, *their*, *them*, *these*, *those*, each refers to more than one person or thing. They are *plural* number.

Note that pronouns do not form their plurals like nouns.

A. Write the singular of the foregoing pronouns in one column and the corresponding plural in another.

Example:

SINGULAR	PLURAL
I	we
he	they

B. Change the underscored singular pronoun to the plural, and recast the sentence if necessary:

Example:

I am not expected to sacrifice my honor.

We are not expected to sacrifice our honor.

1. Miss Brown told me to bring my lunch to-morrow.
2. She has been wearing glasses since her last illness.
3. His ways are not at all pleasing to his companions.
4. Whose is this? It is mine.
5. The doctors said that I was color-blind.
6. I am quite sure that he was right.
7. She is not so bright as I had thought.
8. Richards accompanied me to my bungalow.
9. He is not to be trusted who cannot talk frankly.
10. She goes to her aunt regularly for the holidays.

SUPPLEMENTARY

C. Change the underscored singular pronoun to the plural and the plural pronoun to the singular:

11. We were a mile from shore when the gale started.
12. These have not been found in their places.
13. I found this among the coal. What is it?
14. That is a stranger. Be courteous to him.
15. Esther took me to her dairy and showed me how butter was made.
16. He invited his friends to his apple-orchard.
17. Her parents accompanied her on the trip.
18. My stay in the Adirondacks did me much good.
19. Take it with you, you will need it later.
20. This seems to have been made expressly for me.

D. Name the person or thing for which each underscored pronoun is used.

(See picture on opposite page.)

Through the Ivory Gate

As he stood on the farther side of the tree where the little ghost had faded from him, at his feet lay, open and conspicuous, a fresh deep hole. He looked down absent-mindedly. Some animal—a dog, a rabbit—had scratched far into the earth. A bar of sunlight struck a golden arm, through the branches above, and as he gazed at the upturned brown dirt the rays reached into the hollow, and touched a square corner, a rusty edge of tin. In a second the young fellow was down on his knees digging as if for his life, and in less than five minutes he had loosened the earth which had guarded it so many years, and staggering with it to his feet had lifted to the bench a heavy tin box. In its lock was the key, and dangling from it a long bit of colored silk.

He opened the box with the little key; it turned scrapingly, and the ribbon crumbled in his fingers, its long duty done. Then as he tilted



the heavy weight, the double eagles packed loosely, slipped against each other, with a soft clink of sliding metal. The young man stared at the mass of golden pieces as if he could not trust his eyesight; he half thought even then that he dreamed it. With a quick memory of the mortgage he began to count. It was all there—ten thousand dollars in gold!

He lifted his head and gazed at the quiet woodland and the open shadow-work of the bare branches, the fields beyond lying in the calm sunlit rest of a Southern winter. Then he put his hand deep into the gold pieces and drew a long breath. It was impossible to believe, but it was true. The lost treasure was found.—*M. R. S. Andrews.*

(36) Topic 42. THE SENTENCE: Singular and Plural. (134)

A. Pluralize the underscored word and make necessary changes in the sentence:

Example:

Any one who swims beyond the ropes does so at his own risk.
All (or *Those*) *who swim beyond the ropes do so at their own risk.*

1. A good grocer inspects everything he buys and sells.
2. Cake that is uncovered becomes a breeding-spot for maggots.
3. Even the penny I handle is likely to carry disease germs.
4. I would not deal with a tradesman whose store is dirty.
5. A careful person does not drink from a public drinking-cup.
6. A milk-bottle might have been handled by soiled hands.
7. The cover of the bottle is likely to have the germs upon it.
8. The upper part of the bottle should be washed before it is opened.
9. Any one who fails to take this trouble is apt to catch some disease.
10. A peach that is overripe is as injurious to the health as one that is not yet ripe.
11. If he cannot write a letter he should tell some one to write for him.
12. A dish that is apt to spoil I must keep under cover.

SUPPLEMENTARY

B. Change the underscored word, if in the singular, to the plural; if in the plural, to the singular:

13. An egg may keep fresh for many months if it be kept on ice.
14. Special care is needed in the summer in a house that is not provided with screens.
15. A conscientious butcher does not keep his meat exposed on the counter.
16. On our way to the meadows we left our hats and coats under the shady trees.

17. The buckwheat-field was full of bees, wasps, and hornets.
18. A little star has just crept out of the horizon.
19. At sunset again they gradually disappear.
20. This sweatshop is regularly visited by an inspector.

21. All just laws must be enforced and obeyed.
22. She unharnessed her pony and led it to the pasture.
23. Those buildings were built by the city.

24. Every school is visited by a superintendent.
25. The foundations are of concrete, the walls of brick.
26. This kind ripens early; that kind ripens late.

27. Who is she?
28. Who were they?
29. Is this for him?
30. Where has he been?
31. Are these roads safe?
32. Do you prefer this?
33. Does she like this kind?
34. Has he his ticket?
35. Show it to me.
36. What is he?
37. How are they?
38. Is that for her?
39. Where is it now?
40. Is that track clear?
41. Does he prefer that?
42. Why does she?
43. Where is it?
44. Hand them to us.

(112) Topic 43. THE VERB: Go. (123)

A. Replace the dash with the correct form of *go;* that is, *go, goes, went,* or *gone:*

1. I have _____ over these examples twice.
2. At stated times the Federal inspectors _____ through the cattle-ranches.
3. Sometimes automobiles _____ so fast that their speed becomes dangerous.
4. A fool often _____ where a wise man would not dare _____.
5. Frank _____ to school; his sister _____ to work; on Sunday they _____ together to church.
6. Paul and Mary _____ berry-picking every summer.
7. The company _____ at twelve; but the musicians had already _____.
8. Express-trains frequently _____ sixty miles an hour.
9. The National League has _____ into winter quarters.
10. Our class _____ to the auditorium twice a week.
11. Have you ever _____ out of your way to help the poor?
12. The mothers and the little ones _____ to the beach yesterday; you could have _____ with them had you been here.
13. In hot weather everybody _____ bathing in the bay.
14. On business of this kind you should have _____ yourself.
15. People _____ to Sulphur Springs every morning. Some _____ by stage, others walk.
16. When the tracks are clear, trains _____ at high speed.
17. The strike has been settled and the miners have _____ back to the mines.
18. The convicts always _____ to the mess-room in a body.
19. As I _____ to bed the morning papers _____ to press.
20. Yesterday we _____ to the meadows, and now we _____ to the woods.

SUPPLEMENTARY

B. Replace the dash with the proper form of *go :*

21. I _____ on the errands as my two brothers _____ off to work.
22. Harvey is eager to learn; he _____ where the crowd _____.
23. You should have _____ to the next window for your ticket.
24. So far he has _____ to the game once; last year he _____ many times.
25. Anne and Margaret _____ to the same Sunday-school.
26. So far little Nell has not _____ yet.
27. Have you ever _____ through the woods at night?
28. At the sound of the bugle the soldiers _____ to the barracks.

(122) Topic 44. THE VERB: *Sit* and *Set*. (124)

Observe:

a. I sit on the porch in summer-time.
b. I set the table in front of me.

Note the difference between the uses of *sit* and *set*. They must not be used improperly.

Sit means to *seat oneself*.

Set means to *put* a thing in position.

A. Replace the dash with *sit*, *sat*, *seated*, or *set :*

1. I have _____ in this seat all term.
2. Be _____, friend, you must be tired.
3. We had scarcely _____ when company arrived.
4. _____ your package on that chair.
5. Early in spring my brother _____ a hen.
6. The little bird _____ on the window-sash begging for crumbs.
7. The hen _____ just twenty-one days.
8. The hen had _____ before the hot spell.
9. A partridge may _____ on eggs but it does not hatch them.

10. When spring comes the gardener will _____ the plants in the open.
11. When your arm is broken the doctor must _____ it.
12. Paul _____ a trap, and _____ behind a screen to watch it.
13. Paul had _____ there a minute when the trap snapped.
14. As we _____ on the porch we watched the pretty butterflies.
15. Don't _____ at the table before it is fully _____.
16. The knights _____ together every night telling strange stories.
17. Don't lounge like that, _____ up tall.
18. Arrange that shelf and _____ the books upright.
19. After the battle the soldiers _____ sadly by their campfires talking of their fallen comrades.
20. Only once in my life have I _____ for my portrait.
21. That clock must be _____ at once.
22. I _____ it last week, but it does not keep good time.
23. Step in and be _____, please.
24. The jeweller understands how to _____ precious stones.
25. Some kings that have _____ on golden thrones would have preferred to _____ at the fireside of any poor man.
26. We have _____ for our pictures several times this summer.
27. A new date was _____ for our next meeting.

(123) Topic 45. THE VERB: Do. (131)

A. Replace the dash with *do*, *does*, *did*, or *done*, according to the correct usage:

1. The laborers _____ the job in the limited time.
2. What _____ those sorrowing bell-buoys say?
3. Babies usually _____ as they please.
4. You must have _____ likewise when you were a baby.
5. Paul should have _____ so; but that _____ not say he _____ so.

6. If you really have _____ this, why _____ you not apologize?
7. My friends _____ all they could to help me.
8. The storm _____ great mischief to the crops.
9. The women and children ran out of the burning village; the men soon _____ likewise; they could not have _____ a wiser thing.
10. A strange worm visited my garden and _____ much damage to my quinces.
11. We _____ just as we were told to _____.
12. Mr. Green was discharged because he _____ his work carelessly.
13. It is often said that two swallows _____ not make a summer.
14. _____ unto others as you would be _____ by.
15. I may say I _____ my work well, but I may not say I *have did* my work well.
16. We say _____ when we use an auxiliary with this verb.

SUPPLEMENTARY

B. Replace the dash with the appropriate form of the verb *do:*

17. Sparrows _____ considerable damage to fruit-trees.
18. In like manner much mischief is _____ to corn-fields by crows.
19. Buzzards are field scavengers, and as such _____ us a great service.
20. I _____ my homework immediately for fear that I shouldn't have time to _____ it later.
21. Albert _____ his after supper; his sister _____ hers before eating.
22. _____ the pupils of your class attend to their homework?
23. Most of them _____; occasionally some of them _____ not.

(116) Topic 46. AGREEMENT: Noun and Pronoun. (131)

Observe:

I am his friend; I help him; he helps me.
She is his friend; she helps him; he helps her.
He is her friend; he helps her; she helps him.
We are their friends; we help them; they help us.
It is I; it is he; it is she; it is we; it is they; it is you; you are it.
For me; for you; for him; for her; for it; for us; for them.

Note that the pronoun *I*, *he*, *she*, *we*, *they* may be used only as a subject or predicate nominative.

Note that *me*, *him*, *her*, *us*, *them* may be used only as an object (of a verb or of a preposition).

Note that *it* and *you* may be used either as a subject or as a predicate nominative or as an object.

Note that a pronoun must be singular when its noun is singular and that it must be plural when its noun is plural.

A. Replace the dash with an appropriate pronoun:

1. Stephen, your friend, met _____ at the gate.
2. His playing at the piano was quite a treat to _____.
3. Neither _____ nor _____ had ever before heard the like.
4. _____ can sing "The Last Rose of Summer"?
5. We, that is Genevieve and _____, attended the concert.
6. The next time you should come with _____; that is, with Genevieve and _____.
7. Nothing is too good for _____ and _____.
8. _____ girls expect shortly to start a girls' athletic club.
9. When a person perseveres _____ usually succeeds.
10. Mr. Holland asked _____ and _____ to see his new submarine boat.

11. That invitation was for both _____ and _____.
12. Remember, _____ and _____ will have to be on time.
13. "She and _____ are good friends," is good English.
14. _____ and _____ have seen every important game.
15. Whom do you mean, _____ or _____?
16. If you were _____ what would you do?
17. A wealthy patron built an athletic field for _____ girls.
18. _____ may join, if _____ pass in _____ studies.
19. The woman said _____ had no money of _____ own.
20. Behave, and you may sit between _____ and _____.
21. _____ saw none, and neither did _____.
22. _____ was present, and so were _____.
23. There was the best feeling between _____ and _____.
24. If you are looking for the nurse, this is _____.
25. You sat directly opposite William and _____.
26. Simon and _____ walked right into the trap.
27. Whom will you choose, _____ or _____?
28. Esther invited Anne and _____ to the party.

B. Write correctly:

Example:

Her and me is cousins.

She and I are cousins.

29. It is me.
30. It is him.
31. It is her.
32. It was us.
33. Them's no good.
34. That's us.
35. Us is brothers.
36. Where are youse?
37. That ain't her.
38. It ain't them.
39. Me and you goes ahead.
40. Her and me left early.
41. That's for John and I.
42. Her and her brother is here.
43. Is it he and I you want?
44. Who took me lunch?
45. Them done very well.
46. I guess that's him.
47. Us three are one side.
48. It might have been them.

C. Correct the language mistakes Uncle Beamish has made.

(See picture on opposite page.)

THE STAYING POWER OF SIR RHOAN

We now drove on in silence, our horse actually arching his neck as he thumped through the snow. Drifts had begun to form across the road, but through these he bravely plunged.

"Stayin' power is what we want, Doctor," exclaimed Uncle Beamish; "where would your fast trotter be in drifts like these, I'd like to know? We got the right horse when we got this one, but I wish we had been goin' this way all the time."

It grew darker and darker but at last we saw not far in front of us a light.

"That beats me," said Uncle Beamish, "I don't remember n'other house so near the road. It can't be we ain't passed Crocker's yit. If we ain't got no furder than that, I'm in favor of stoppin'. I am not afraid of a snow-storm but I ain't a fool nuther, and if we haven't got furder than Crocker's it will be foolhardy to try to push on through the dark and these big drifts which will be gettin' bigger."

I did not give up so easily. I greatly wished to reach my destination that night. But there were three wills in the party, and one of them belonged to the horse. Before I had any idea of such a thing the animal made a sudden turn, too sudden for safety, passed through a wide gateway, and after a few rapid bounds, which to my surprise I could not restrain, he stopped suddenly.

"Hello!" exclaimed Uncle Beamish, peering forward, "here's a barn door," and he immediately began to throw off the fur robe that covered our knees.

"What are you going to do?" I asked.

"I'm going to open the barn door and let the horse go in," said he, "he seems to want to. I don't know whether this is Crocker's barn or not, it don't look like it, but I may be mistaken."

—*Frank R. Stockton.*



SUPPLEMENTARY

D. Replace the dash with an appropriate pronoun:

Example:

Everybody carries _____ lunch on rainy days.

Everybody carries his lunch on rainy days.

49. Henry and Charles will entertain _____ with _____ music.
50. Each will bring _____ violin.
51. Both will bring _____ friends.
52. Our parents are certainly wiser than _____.
53. Every human being has _____ faults.
54. Persons _____ are rude will surely be disliked.
55. It is every pupil's duty to be loyal to _____ school.
56. Everybody can be good if _____ tries.
57. Job was famous for _____ patience.
58. The Canadians are noted for _____ thrift.
59. Both men spend _____ time well, though neither seems to be paid much for _____ labor.
60. Money should be prized for what _____ may buy.
61. A girl should be especially careful about _____ appearance.
62. Every minuteman came, provided with _____ own ammunition.
63. Every house and every hut had _____ crevices plugged with paper.
64. I took _____ knapsack with _____ when _____ started on _____ long trip.
65. Neither the lawyer nor the physician will give _____ services for nothing; both spent years preparing themselves, why should _____?
66. They took _____ belongings with _____ when _____ started on _____ voyage.
67. We must at times forget _____ personal comfort in protecting the comfort of _____ neighbor.

(126) Topic 47. AGREEMENT: Verb and Pronoun.

Observe:

a. The shepherd gathers his flock.
b. The shepherds gather their flock.

Note that when the subject, e.g., *shepherd*, is singular, both the verb *gathers* and the pronoun *his* must be singular.

Note that when the subject, e.g., *shepherds*, is plural, both the verb *gather* and the pronoun *their* must be plural.

A. Select the proper form of the verb and of the pronoun:

1. The upper parts of the Swiss valley (*have* or *has*) a much colder climate than the lower parts, and (*it* or *they*) yield rich grass for pasture and hay.
2. In the early spring the farmer pastures (*their* or *his*) cows in the lower part of the valley.
3. When summer (*begins* or *begin*) all the villagers gather (*his* or *their*) cows and (*drive* or *drives*) them to the upper valley.
4. The cattle (*is* or *are*) gayly decked out with bells and ribbons, and all the women and children (*accompany* or *accompanies*) the herdsmen on part of the journey.
5. The herdsmen (*spend* or *spends*) the summer in the upper valley caring for the cows and making butter and cheese.
6. Each day the butter and cheese (*is* or *are*) sent on the backs of horses down to the village.
7. In the summer these pretty villages (*is* or *are*) visited by many travellers who (*come* or *comes*) to enjoy the beautiful scenery.
8. Each village (*have* or *has*) (*their* or *its*) hotels and boarding-houses, and donkeys as well as guides (*is* or *are*) furnished to take the travellers up the mountain.
9. Many travellers (*have* or *has*) lost their lives on these trips.
10. Some (*have* or *has*) been overtaken and buried by the terrible snow-storms that (*come* or *comes*) in these regions.

11. High up in the Alps (*is* or *are*) a famous hospice kept by the monks of St. Bernard.
12. A number of monks (*live* or *lives*) at the hospice all the time, engaged in finding lost travellers.
13. The dogs these monks (*uses* or *use*) when in search of lost travellers (*is* or *are*) the famous St. Bernard dogs.

Topic 48. INTERPRETATION and APPRECIATION.

The Busy Bee

How doth the little busy bee
 Improve each shining hour,
And gather honey all the day
 From every opening flower!

How skilfully she builds her cell!
 How neat she spreads the wax!
And labors hard to store it well
 With the sweet food she makes.

In works of labor or in skill,
 I should be busy, too;
For Satan finds some mischief still
 For idle hands to do.

In books, or work, or healthful play,
 Let my first years be past;
That I may give for every day
 Some good account at last.

—*Isaac Watts.*

A. 1. Who is the author of this selection?
2. How many stanzas has it?
3. Some of the lines are indented; others are not; why?
4. Account for the capitalization in this selection.

5. Account for some of the punctuation.

6. How does the *busy bee* improve each shining hour?

7. Where does it get its honey?

8. Do you know any flower from which the bee extracts honey (or nectar)?

9. What is a *cell?*

10. What word tells how the bee builds its cell?

11. What is the shape of the cell?

12. What is the purpose of the wax?

13. Why does the bee store away its honey?

14. What two reasons does Watts give why I, too, should be busy?

15. What are *my first years?*

16. How should I spend them?

17. When are my hands *idle hands?*

18. What is meant by passing your time *in books?*

The Butterfly

The Butterfly, an idle thing,
No honey makes, nor yet can sing,
 As do the bee and bird;
Nor does it, like the prudent ant,
Lay up the grain for times of want,
 A wise and cautious hoard.

My youth is but a summer's day;
Then like the bee and ant I'll lay
 A store of learning by;
And though from flower to flower I rove,
My stock of wisdom I'll improve,
 Nor be a butterfly.

—*Adelaide O'Keefe.*

B. 19. In the sentence *The Butterfly . . .*

No honey makes.

what is the subject word? the predicate verb?

20. What is meant when the poet says *nor yet can sing?*

21. To make sure that you understand the first three lines say them in your own prose way.

22. In *nor does it*, what is *it*, and for what does it stand?

23. In *like the prudent ant* what is the meaning of *prudent?* What part of speech is it? Give another word of equivalent meaning?

24. What is *grain?* and what are *times of want?*

25. What is a *hoard?* What two words modify it? What are they called in grammar? What word connects these two words?

26. Of what do the 4th, 5th, and 6th lines speak? Therefore what is the subject word?

27. Say these three lines in your own language.

28. Say *a summer's day* in another way.

29. What is the subject of *I'll lay a store of learning by?*

30. What is the predicate verb of *And though from flower to flower I rove?*

31. Express the last three lines in your own language.

(120) Topic 49. THE SENTENCE: Elements.

Observe:

a. New York, Chicago, and Philadelphia are leading manufacturing cities.

b. Southerners cultivate and export farm products.

c. Our great cities manufacture fabrics and paper goods.

d. Our most important minerals are coal, iron, slate, and granite.

e. Our pine forests are valuable and plentiful.

f. Savannah and Charleston have the largest and oldest rice-mills.

Note that the subject may consist of several parts; that is, there may be several connected subject words.

Note that the predicate may likewise consist of several parts; that is, there may be several connected predicate verbs.

Note that the object may consist of several parts; that is, there may be several connected object words.

Note that the predicate nominative may consist of several parts.

Note that the predicate adjective may consist of several parts.

Note finally, that each of the principal parts may have several modifiers independent of each other.

VERBAL ANALYSIS

A. Analyze verbally:

Example:

New York, Chicago, and Philadelphia are leading manufacturing cities.

I. *New York, Chicago, and Philadelphia are leading manufacturing cities.*

II. Declarative sentence.

III. Entire subject: *New York, Chicago, and Philadelphia.*

IV. Entire predicate: *are leading manufacturing cities.*

V. Subject words: *New York, Chicago, Philadelphia.*

VI. Predicate verb: *are.*

VII. Predicate nominative: *cities.*

VIII. Predicate nominative modified by: *leading, manufacturing.*

1. Woollen fabrics and cotton fabrics are manufactured products.
2. North Carolina raises and sells considerable lumber.
3. We have a Coal State, a Sugar State, a Cotton State, and a Prairie State.

4. San Francisco is an important metropolis and seaport.
5. West Virginia mines are deep and long.
6. The grazing or ranching industry requires much land.
7. We inspected the huge rocks and the green lichens.

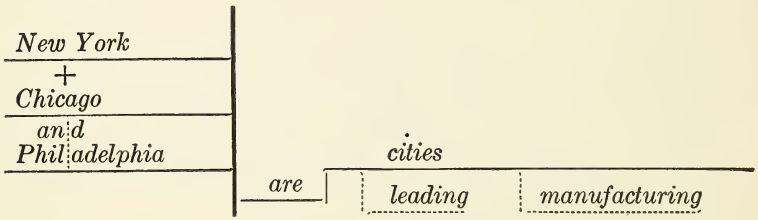
8. Rover was a gentle and intelligent beast.
9. The automobile, the trolley-car, and the bicycle are vehicles.
10. Every wholesaler buys, stores, and sells merchandise.
11. Sound, light, and electricity travel fast.

GRAPHIC ANALYSIS

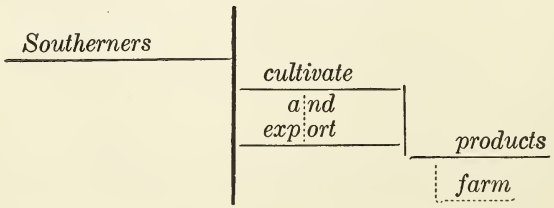
B. Analyze graphically the sentences in Exercise A:

Examples:

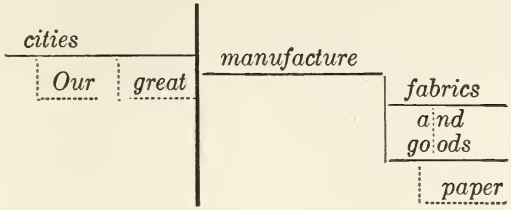
a. New York, Chicago, and Philadelphia are leading manufacturing cities.



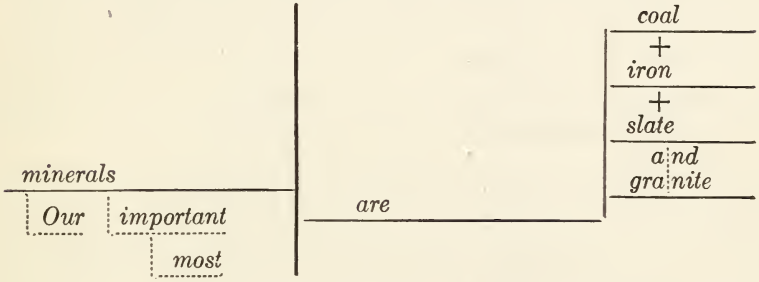
b. Southerners cultivate and export farm products.



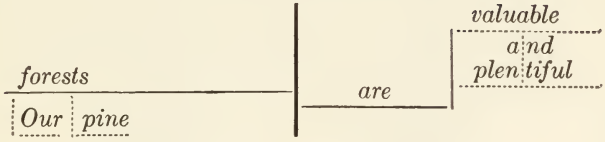
c. Our great cities manufacture fabrics and paper goods.



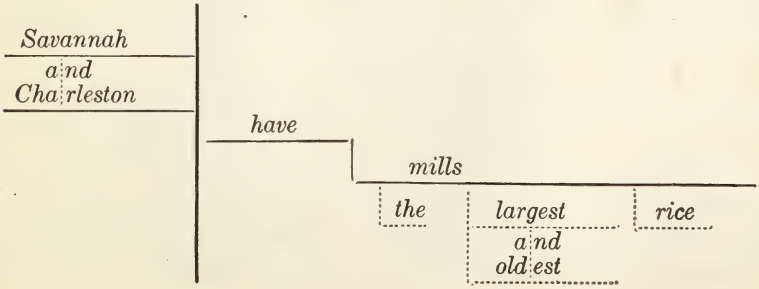
d. Our most important minerals are coal, iron, slate, and granite.



e. Our pine forests are valuable and plentiful.



f. Savannah and Charleston have the largest and oldest rice-mills.



(77) Topic 50. WORD STUDY: Abbreviations. (139)

Learn the following abbreviations:

Alabama	Ala.	Nebraska	Neb.
Alaska	Alas.	Nevada	Nev.
Arizona	Ariz.	New Hampshire	N. H.
Arkansas	Ark.	New Jersey	N. J.
California	Cal.	New Mexico	N. M.
Canal Zone	C. Z.	New York	N. Y.
Colorado	Col.	North Carolina	N. C.
Connecticut	Conn.	North Dakota	N. D.
Delaware	Del.	Ohio	O.
District of Columbia	D. C.	Oklahoma	Okla.
Florida	Fla.	Oregon	Ore.
Georgia	Ga.	Pennsylvania	Penn.
Guam	Gu.	Philippine Islands	P. I.
Hawaii	Haw.	Porto Rico	P. R.
Idaho	I.	Rhode Island	R. I.
Illinois	Ill.	South Carolina	S. C.
Iowa	Ia.	South Dakota	S. D.
Kansas	Kan.	Samoa	Sam.
Kentucky	Ky.	Tennessee	Tenn.
Louisiana	La.	Texas	Tex.
Maine	Me.	Utah	Ut.
Maryland	Md.	Vermont	Vt.
Massachusetts	Mass.	Virginia	Va.
Michigan	Mich.	Virgin Islands	V. I.
Minnesota	Minn.	Washington	Wash.
Mississippi	Miss.	Wisconsin	Wis.
Missouri	Mo.	West Virginia	W. Va.
Montana	Mont.	Wyoming	Wyo.

A. Tell for what the abbreviation stands:

1. Capt.	8. bu.	15. sq. yd.	22. hr.
2. viz.	9. Gov.	16. oz.	23. qt.
3. mo.	10. e.g.	17. Supt.	24. a.m.
4. bbl.	11. sq. ft.	18. sec.	25. P. O.
5. Dr.	12. lb.	19. gal.	26. da.
6. i.e.	13. Pres.	20. doz.	27. pt.
7. sq. in.	14. min.	21. C. O. D.	28. p.m.

(138) Topic 51. WORD STUDY: The Prefix. (140)

Observe:

a. *obey* *disobey* *c.* *place* *displace*
b. *please* *displease* *d.* *able* *disable*

Note that when *dis* is placed before *obey* it changes the word to *disobey* which means *not* obey. *Displease* means *not* please; *displace* means *out of* place; *disable* means *not* able.

A syllable, or more, like *dis*, having a special meaning, used at the beginning of a word, is a *prefix*.

A. Tell the meaning:

(Consult dictionary if necessary.)

1. dishonest	4. dissatisfy	7. discourage	10. disgrace
2. disagree	5. disconnect	8. discolor	11. dislike
3. distrust	6. discontinue	9. disfavor	12. disorder

Observe:

a. *correct* *incorrect* *c.* *legal* *illegal* *e.* *kind* *unkind*
b. *possible* *impossible* *d.* *rational* *irrational*

Note that the prefixes *in, im, il, ir, un* also mean *not.*

B. Tell the meaning:

13. incurable	16. impolite	19. irregular	22. untruth
14. insensible	17. illegible	20. immature	23. unpleasant
15. impatient	18. illiberal	21. irreverent	24. unhappy

Observe:

a. *pay* *prepay*
b. *place* *replace*
c. *plant* *transplant*

Note effect of prefixes, *pre*, *re*, and *trans*: *pre* means *before*; *re* means *again*; *trans* means *across*.

C. Tell the meaning:

25. predict
26. prefix
27. precede
28. precaution
29. refresh
30. remodel
31. reprint
32. return
33. transact
34. transfer
35. transport
36. transcribe

SUPPLEMENTARY

D. Place the prefix *mis* before the word and discover the meaning of the new word:

37. deed
38. guide
39. lead
40. place
41. conduct
42. fortune
43. inform
44. take
45. fit
46. judge
47. print
48. hap
49. manage
50. spell
51. lay
52. use
53. shape
54. step
55. trust
56. understand

E. Place the prefix *fore* before the word and discover the meaning of the new word:

57. sight
58. shadow
59. noon
60. know
61. foot
62. head
63. arm
64. finger
65. judge
66. doom
67. cast
68. man
69. stall
70. tell
71. lock
72. most
73. see
74. thought
75. ground
76. father

(139) Topic 52. WORD STUDY: The Suffix. (142)

Observe:

a. *home* *homeless*
b. *pain* *painless*
c. *fear* *fearless*

Note the effect of adding *less* to *home*, *pain*, and *fear*, changing the words to *without* a home, pain, fear.

A syllable, like *less*, having a special meaning, used at the end of a word, is a *suffix*.

A. Tell the meaning:

1. careless
2. harmless
3. thankless
4. hopeless
5. keepless
6. breathless
7. penniless
8. noiseless
9. thoughtless

B. Name the suffix, tell what it means, and tell what the word means:

10. scholarship
11. membership
12. friendship
13. citizenship
14. ownership
15. partnership
16. falsehood
17. childhood
18. boyhood
19. priesthood
20. manhood
21. hardihood
22. kingdom
23. wisdom
24. freedom
25. serfdom

C. Add the suffix *ness* to the word, tell the meaning of the word formed, and the special meaning of the suffix:

Example:

dizzy.

dizzy + *ness* = *dizziness*, the state of being dizzy. *ness* = *state of being.*

(*Note* what must be done with the final *y*.)

26. good
27. happy
28. kind
29. clumsy
30. tardy
31. haughty
32. dreary
33. friendly
34. lively
35. manly
36. lovely
37. blind
38. tidy
39. dark
40. strange

D. Add the suffix *age* to the word, tell the meaning of the word formed, and the special meaning of the suffix:

41. pass	44. cart	47. wharf	50. bond	53. shrink
42. post	45. break	48. store	51. parent	54. freight
43. drain	46. coin	49. plume	52. leak	55. wreck

E. Add the suffix *ous* to the word, tell the meaning of the word formed, and the special meaning of the suffix:

56. victory	59. hazard	62. peril	65. industry
57. danger	60. injury	63. odor	66. harmony
58. glory	61. marvel	64. fury	67. mischief

F. Add the suffix *ment* to the word, tell the meaning of the word formed, and the special meaning of the suffix:

68. excite	71. engage	74. judge	77. ship
69. arrange	72. punish	75. merry	78. argue
70. announce	73. adjourn	76. measure	79. acknowledge

G. Add the suffix *ish* or *ly* to the word, tell the meaning of the word formed, and the special meaning of the suffix:

80. brother	84. red	88. order	92. thorough
81. friend	85. fool	89. blue	93. gentleman
82. gentle	86. clown	90. rogue	94. baby
83. eager	87. child	91. wise	95. sheep

H. In the word the suffix *er*, *or*, *eer*, *ist*, or *ier* is attached. Detach the suffix and leave only the original word, and tell the meaning of the suffix:

Examples:

druggist; lawyer.

druggist — ist = drug ; lawyer — er = law.

96. laborer	99. clothier	102. juggler	105. instructor
97. gambler	100. officer	103. machinist	106. contractor
98. pianist	101. engineer	104. auctioneer	107. mountaineer

(140) Topic 53. WORD STUDY: The Stem.

Observe:

a. disorderly = dis + order + ly
b. reporter = re + port + er

Note that *dis* is the prefix meaning *not;* that *ly* is the suffix meaning *like;* that *order* is the *main* part of the word to which the prefix and the suffix are attached as the branches of a tree are attached to its *stem. Disorderly* means *not like order.*

Note that *re* is the prefix meaning *back,* that *er* is the suffix meaning *one who,* and that *port* is the chief part or *stem* of the word to which the prefix and suffix are attached. *Port* is from the Latin *portare,* which means *carry.* A *reporter* is *one who carries back.*

The part of a word to which a prefix or suffix or both is attached is called the *stem.*

A. Tell the meaning of the word:

1. import	3. report	5. reporter	7. porter
2. export	4. deport	6. deportment	8. portable

The stem *form* comes from the Latin *forma,* which means *shape.* Notice that when we speak of the form of a thing we mean its *shape.*

B. Tell the meaning of the word:
(Use the dictionary if necessary.)

9. transform	11. deform	13. reform	15. formal
10. formless	12. conform	14. reformer	16. formation

The stem *graph* or *grav* comes from the Greek *graphein,* which means *to write.* The graphite of lead-pencils is the substance that does the writing or tracing.

C. Tell the meaning of the word:

(Use dictionary if necessary.)

17. geography
18. biography
19. photograph
20. phonograph
21. telegraph
22. paragraph
23. autograph
24. engraving

The stem *scrip* or *scrib* comes from the Latin *scribere*, which means *to write*. A scribe was one who made his living by copying books.

D. Tell the meaning of the word:

(Use dictionary if necessary.)

25. subscribe
26. inscribe
27. script
28. scribble
29. describe
30. description
31. inscription
32. prescription

The stem *meter* comes from the Latin *metrum*, which means *measure*. *Meter* is also the name of the French measure of length, as *yard* is the English measure.

E. Tell the meaning of the word:

(Use dictionary if necessary.)

33. thermometer
34. barometer
35. diameter
36. perimeter
37. pedometer
38. gasometer

The stem *ped* comes from the Latin *pedis*, which means *foot*.

F. Tell the meaning of the word:

(Use dictionary if necessary.)

39. pedal
40. peddle
41. peddler
42. pedestrian
43. biped
44. quadruped
45. impede
46. pedestal

DEFINITIONS

A ***sentence*** is a group of words so arranged as to make sense.

A sentence is ***declarative*** when it makes a statement.

A sentence is ***interrogative*** when it asks a question.

A sentence is ***imperative*** when it expresses a command or request.

A word is a ***noun*** when it is used as the name of something.

A word is a ***verb*** when it is the word that cannot be omitted from the predicate without destroying it.

A word is an ***adjective*** when it is used to describe a person or thing.

A word is a ***pronoun*** when it is used instead of a noun.

A word is a ***preposition*** when it is placed before a noun or pronoun to show position or direction.

A word is an ***adverb*** when it modifies the meaning of a verb, an adjective, or another adverb.

WORD RULES

1. A noun usually forms its plural by adding ***s*** to the singular.

2. A noun ending in ***s, x, z, sh,*** or ***ch*** (soft) forms its plural by adding ***es*** to the singular.

3. A noun ending in ***y*** preceded by a consonant forms its plural by changing ***y*** to ***i*** and adding ***es.***

4. A noun ending in ***f*** or ***fe*** forms its plural by changing the ending into ***v*** and adding ***es.***

5. A noun ending in ***o*** preceded by a consonant forms its plural by adding ***es.***

6. A noun (singular or plural) not ending in ***s*** forms its possessive by adding an ***apostrophe*** and ***s.***

7. A noun (singular or plural) ending in ***s*** forms its possessive by adding an ***apostrophe.***

8. A word of one syllable ending in a single consonant preceded by a single vowel doubles that consonant before adding a suffix beginning with a vowel.

9. A word of more than one syllable accented on the last syllable ending in a single consonant preceded by a single vowel doubles the final consonant before a suffix beginning with a vowel.

10. A word ending in silent ***e*** retains the ***e*** before a suffix beginning with a consonant and drops the ***e*** before a suffix beginning with a vowel.

11. A word ending in ***y*** preceded by a consonant changes ***y*** to ***i*** before a suffix other than ***ing***; words ending in ***y*** preceded by a vowel retain the ***y.***

CAPITALIZATION

Rule 1. Begin with capitals the names of the days of the week, the months of the year, the holidays, holy days, and great events.

Rule 2. Begin with a capital the first word of every sentence.

Rule 3. Begin with a capital the first word of every line of poetry.

Rule 4. Begin with a capital all names of persons and places, and the words formed from them.

Rule 5. Write the words *I* and *O* as capitals.

Rule 6. Begin with a capital every quotation.

Rule 7. Begin with a capital every name and title of the Deity.

Rule 8. Begin with a capital every title of honor and respect.

Rule 9. Begin with a capital the important words in the title of a book, or in the subject of any other composition.

PUNCTUATION

Rule 1. A ***period*** is used after every declarative and every imperative sentence.

Rule 2. A ***period*** is used after every abbreviation.

Rule 3. A ***hyphen*** is used when the word is broken at the end of a line.

Rule 4. A ***question-mark*** is used at the end of every interrogative sentence.

Rule 5. ***Quotation-marks*** are used to enclose words given exactly as written or spoken by some other person.

Rule 6. An ***apostrophe*** is used to show the omission of one or more letters.

Rule 7. An ***apostrophe*** is used in a noun to show that it expresses ownership.

Rule 8. The name of a person addressed is set off by a ***comma*** or by ***commas.***

Rule 9. An ***exclamation-mark*** is placed after a word, or group of words, expressing strong feeling.

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